

DOCUMENT RESUME

ED 078 983

RC 007 096

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 TITLE Mexican American Dropouts in the Valley--Their Reasons for Leaving School and Their Educational and Occupational Status Projections.
 PUB DATE Aug 71
 NOTE 146p.; Master's Thesis, Texas A&M University, College Station
 EDRS PRICE MF-\$0.65 HC-\$6.58
 DESCRIPTORS Achievement; *Attitudes; Careers; *Dropouts; *Educational Attitudes; *Employment Potential; Expectation; High School Students; Masters Theses; *Mexican Americans; Success Factors; Tables (Data); Youth Employment
 IDENTIFIERS *Texas

ABSTRACT

Analyzing the reasons that Mexican Americans drop out of school, this thesis also examined the educational and occupational status projections of these dropouts, compared to their peers still in school. Data from 4 Texas counties--Dimmit, Maverick, Starr, and Zapata--were gathered on 596 Mexican American students in 1967 and on 74 Mexican American dropouts in 1968. The study determined that a majority of the dropouts desired and expected to complete high school and go on to higher education, although none of the males expected to graduate from college, while 20% of the females did. Almost three-fourths of the dropouts desired intermediate jobs, with almost one-third of the females, compared to 5% of the males, desiring high level jobs. There were substantial differences between the dropouts' and their in-school peers' status projections. Students had higher projections than dropouts, although both groups expressed lower expectations than aspirations. The results of this research supported Merton's contention that high success goals are a universal pattern in all cultures in American society. References, appendices, and tables closed the document. (Author/KM)

ED 078983

**MEXICAN AMERICAN DROPOUTS IN THE VALLEY---THEIR REASONS
FOR LEAVING SCHOOL AND THEIR EDUCATIONAL
AND OCCUPATIONAL STATUS PROJECTIONS**

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A Thesis

by

SHERRY DIANE WAGES

**Submitted to the Graduate College of
Texas A&M University in
partial fulfillment of the requirement for the degree of**

MASTER OF SCIENCE

August 1971

Major Subject: Sociology

007090

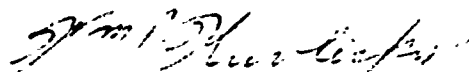
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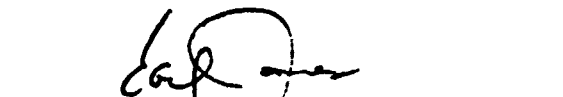
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ABSTRACT**Mexican American Dropouts in the Valley--Their Reasons for Leaving School and Their Educational and Occupational Status Projections.****(August 1971)****Sherry Diana Wages, B.S., Texas Woman's University****Directed by: Dr. William P. Kuvlesky**

The first objective of this thesis was to analyze the reasons Mexican American dropouts gave for leaving school. The second objective was to analyze the educational and occupational status projections of Mexican American dropouts and to compare these results to those of their in-school age peers.

Data on the Mexican American youth involved in this study were obtained through interviews performed in four selected counties in south and southwest Texas -- Dimmit, Maverick, Starr, and Zapata. Information on 596 Mexican American students was gathered during the spring of 1967. Comparable information on 74 Mexican American school dropouts was obtained during February of 1968.

In Texas, the Mexican Americans have the highest dropout rate than any other ethnic group, yet only one other dropout study (Wilson, 1953) could be found involving Mexican American respondents. It was concluded from the findings in this thesis that poor grades for the females and to make money for the males were the most important reasons given by the dropouts for leaving school.

The concept that individuals maintain status projections

which direct them toward future placement at a particular level in a number of different social structures (in this case, education and occupation) provided the basis for the conceptual framework used in this thesis. A recently developed multi-dimensional paradigm constructed by Kuvlesky and Bealer was utilized to analyze the variables for this investigation, which included the three major parts of status projections: (1) aspirations; (2) expectations; and (3) anticipatory goal deflection. In the past, research on status projections of youth have applied only to in-school youth. Now for the first time this same conceptual scheme on status projections of youth was being applied to school dropouts.

From the findings of the analysis, it was generally concluded that the Mexican American male and female dropouts studied were not very similar in their educational status projections. A majority of the dropouts desired and expected high school graduation or even higher levels of education. However, their expectations were lower than their aspirations. The girls had higher educational expectations than the boys, with 20% of the girls expecting to be college graduates, as compared to none of the boys expecting this level of educational attainment. Almost half held strong intensities for their educational aspirations, but a majority were not very certain of their educational expectations. Although the boys had lower expectations than the girls, they were more certain of their educational expectations than were the girls. Over half of the dropouts experienced no deflection from their educational goals,

but when it did occur, it was, for the most part, negative.

The occupational projections of the Mexican American male and female dropouts were even more divergent than were their educational projections. Almost three-fourths of the dropouts desired intermediate level jobs, which included managerial, clerical and sales, and skilled work. The females had higher occupational aspirations than did the males, with almost one-third of the females, as compared to only 5% of the males, desiring high level jobs. A majority expressed strong intensity for their occupational aspirations. Both expressed lower expectations than aspirations, with over half of the males expecting intermediate level jobs, and over half of the females expecting low level jobs. None of the females desired to be housewives, but 43% did expect to be housewives as their highest level of occupational attainment. A majority of the dropouts were certain of their expectations, with the females expressing stronger certainty than the males. Over half experienced no deflection from their occupational goals, and when it did occur, it was mostly negative. More of the females than the males experienced negative deflection.

There were substantial differences between the Mexican American dropouts and their in-school age peers involving their educational and occupational status projections. Differences between Mexican American male dropouts and male students and between female dropouts and female students were statistically significant for almost all of the variables. The male and female students held higher

educational and occupational aspirations than did the male and female dropouts. While the largest percent of both groups expressed strong intensities for their educational and occupational aspirations, a greater proportion of the students than the dropouts expressed strong intensity for their educational and occupational aspirations. Both groups expressed lower expectations than aspirations. The dropouts were more certain of their occupational expectations than the students, and the students were more certain of their educational expectations than the dropouts. A majority of both groups experienced no anticipatory goal deflection. When it did occur, it was mostly negative. More of the dropouts than the students showed positive deflection from their educational goals. However, more of the dropouts than the students showed negative deflection from their occupational goals.

Finally, it was concluded that the results of this research brought into question Parsons' assertion that the Spanish American subculture is characterized by an emphasis on Particularistic-Ascriptive values. On the other hand, the results supported Merton's contention that high success goals are a universal pattern in all cultures in American society. Also, this research supported Ginzberg and Tiedeman's theory that youth become increasingly realistic as they leave school and confront the world of work.

ACKNOWLEDGMENTS

Special recognition and thanks is due to the fine young people who filled out our questionnaires and helped to make this research project successful. Also thanks is extended to the families who let us come into their homes to conduct our interviews.

With extreme appreciation and respect, I am grateful for having had Dr. William P. Kuvlesky serve as my committee chairman and graduate advisor. He has been very patient, yet persistent, with me over these four years of graduate work at Texas A&M University. In addition, I would like to thank Dr. James Elliott, Professor of Psychology, and Dr. Earl Jones, Professor of Education and Sociology, for serving on my committee and giving me many suggestions that were very helpful in the completion of this thesis.

A warm word of thanks is due to Rummy Juarez and David Wright for their help in gathering the data for this thesis and for the guidance they gave me while I was in graduate school.

I would like to thank Sue Starr and Bonnie Hallmark for typing the drafts for this thesis. Also, a word of thanks is extended to Katheryn Thomas, Research Associate, and Nancy Dawson for their help in providing the statistical computations. Special thanks is given to Ruth Cedillo for taking time away from her family to type the final copy of this thesis.

There are many wonderful people in the Department of Sociology and Anthropology who have made my graduate school days pleasant and

a very rewarding experience. To mention a few: my very dear and close friend Dannette Spiekerman, Betty Campbell, Lyn Dunsavage, Margaret Cannon, Vickie Patella, Mike Kleibrink, Mike Miller, Nelson Jacob, and Tom Batson. Also special thanks to those wonderful guys in the Agricultural Economics and Rural Sociology Department, including Roger Sindt, Ernie Davis, Bob Stone, Gary Fairchild, Sam Furrh, and Winston Wilson. Also, special thanks is extended to the professors in the departments of Sociology and Anthropology and Agricultural Economics and Rural Sociology for their help in making graduate work a challenge and a rewarding experience.

To my parents, a special "thank you." Their encouragement and faith in me kept the fire burning under me until I completed my degree.

A very special, super thanks is given to my husband, who has been patient and understanding with me through these long, hectic days of graduate work. His encouragement and confidence in me spurred me on to complete this degree. And finally, a word of thanks to our two year old son, Wally, who has had to spend many weekends with his dad or with relatives while I worked on my thesis.

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THE PROBLEM

There is wide consensus that the school dropout problem is critical and is becoming more so over time (Schreiber, 1967 4-6; Cervantes, 1966:1-10). Although approximately 40% of American youth drop out before completing high school (Schreiber, 1964:5), the increasing severity of the problem is not due to the proportional increase in the numbers of dropouts -- for they are actually declining relative to the total population -- but is due to the increasing negative consequences of the status of "dropout" itself. The outstanding fact is that in our credential oriented society there are fewer and fewer places for the dropout and it becomes increasingly clear that he has little or no future (Schreiber, 1967: 6).

The general national rise in affluence has enabled increasing numbers of people to afford the luxury of extended formal education for their children. At the same time, jobs have become increasingly specialized and technical, requiring larger amounts of formal education. The dropout has suddenly become a problem because, among other reasons, the range and number of jobs requiring little formal education has drastically declined. His predicament has become all the more visible as more and more people use formal education as the major path to success (Schrieber, 1967:9-10).

The citations on the following pages follow the style of The American Sociological Review.

The consequences of having this negative and degrading social label today of "dropout" is crushing on its impact on life chances. While the stigma associated with the status label of dropout is a difficult enough burden to bear, those filling this position in our society are more often unemployed and, when employed, generally face a lack of job security and extremely low wages. Williard Wirtz, former Secretary of Labor, indicated that the inability of our economy to absorb the dropout is "one of the most explosive social problems in the nation's history" (Cervantes, 1966:5). Not only is there a loss to the youth who drop out of school, in terms of self-fulfillment and economics, but also an economic and manpower loss to the nation (Varner, 1967:46).

The burden of dropout status falls doubly hard on those from ethnic minorities. This produces double negative rank evaluation that makes assimilation and upward mobility truly a "dream." The vast majority of the Mexican American ethnic minority in the southwest, particularly in Texas, suffer this compound status disadvantage. There is little question that in terms of normal socioeconomic status indicators the Mexican Americans represent one of the most disadvantaged minorities in our society (Rowan, 1968:38; Heller, 1966:14-16; Anderson and Johnson, 1968:1; Moore, 1966:1). They are the largest minority group in Texas and the southwest region (U.S. Bureau of the Census, 1960: Volume 1, Part 45:63, 345-347; U.S. Bureau of the Census, 1960: Subject Reports PX (2)-1B:2, 36-37). They had the largest population increase between

1950-1960 (Manuel, 1965:22), a disproportionate poverty ratio (Upham and Lever, 1965:13), low occupational achievement (Manuel, 1965-47), and low educational attainment (Skrabanek, 1964). According to the 1960 Census, only 12.3% of the Spanish speaking population in Texas had graduated from high school (Goff, 1966:2). While increasing attention has been given to the dropout problem generally, almost no published data are available on Mexican American school dropouts (Heller, 1966:51-52).

As part of a larger project concerned with investigation of status projections of low-income youth, 596 Mexican American sophomores attending school in four south Texas counties were interviewed in 1967 (Kuvlesky, Wright, and Juarez, 1969). At that time, the researchers were struck by the tendency of past studies on adolescents' aspirations and expectations to exclude dropout age peers, thereby limiting the scope of the generalizations that could be drawn regarding all youth. As a result, it was decided to attempt to include in this study of Mexican American youth, dropout age peers of the sophomore respondents. Subsequently, in 1968, 74 Mexican American teenage dropouts were interviewed in the study area. It is from these Mexican American students and dropouts that the data reported here were obtained.

The broad objective of this thesis was to describe reasons Mexican American school dropouts gave for leaving school and to investigate how their orientations toward future educational and job attainment compared with comparable in-school age peers. These

findings were then compared with past research to see whether or not these Mexican American dropouts differed from other dropouts.

REVIEW OF LITERATURE

Reasons for Leaving School

Recent interest in the dropout problem has developed in the past decade and probably was stimulated by the late President Kennedy's "War on Poverty" and the 1963 campaign to get dropouts back in school. Consequently, numerous investigations have been accumulated on the dropout problem (Cervantes, 1966; Schreiber, 1967; Varner, 1967; Miller, Saleem, and Bryse, 1964). However, most of the relevant empirical research has been aimed at describing the background of the dropouts, the age and grade levels at which they leave school, and their reasons for leaving school. Only a few studies were located which involved dropouts' orientations toward further educational attainment. What is more, relative to the specific concern of this paper, only one empirical study could be found on the problem of the Mexican American dropouts.

In the past, many studies have been done on school dropouts, with emphasis on reasons given by the dropouts for leaving school. Numerous studies demonstrated that dropouts had many reasons for leaving school; however, the most salient reasons appeared to be financial motives and dissatisfaction with the school per se (Bowman and Matthews, 1960; Murk, 1960; U.S. Bureau of Labor Statistics, 1960; Bianchi, 1959; Wolfbein, 1959; Chaloupka, 1958; Segel and Schwarm, 1957; Patterson, 1955; Moore, 1954; Snett, 1951; Syracuse Board of Education, 1950; Dillion, 1949; Lanier, 1949).

Other important factors included not being accepted by other students, inability to see the value of education, and social correlates of low socio-economic status (including low educational attainment of parents and family instability). One national study (U.S. Bureau of Labor Statistics, 1960), reporting the major single reason students gave for dropping out of school before graduation was dissatisfaction with school, went on to explain why the researchers felt this reason was held so strong by students. They stated that this dissatisfaction with school was due, in part, to the fact that about 85% of all dropouts in this particular study were behind their normal grade by at least one year. Girls more often than boys gave marriage as a reason for dropping out, while boys more frequently indicated desire for a job (Bowman and Matthews, 1960; Dillion, 1949; Van Dyke and Hoyt, 1958; Murk, 1960; U.S. Bureau of Labor Statistics, 1960; Wolfbein, 1959).

Only one study was found concerning Mexican American dropouts and their reasons for leaving school (Wilson, 1953). The respondents included in this study were 462 Spanish speaking boys and girls who had quit the public high schools prior to graduation. The youths were from fifteen public schools in central, south and southwest Texas (including one school in the Rio Grande Valley). The Spanish speaking pupils were identified by names and verified by interviews, in the seventh grades during 1945-46 and 1946-47 and were followed through the six years of secondary school, this including the time period from 1945-52. Of the dropouts considered

in the study, approximately two-thirds were from the seventh and eighth grades (Wilson, 1953:121).

According to Wilson's study (1953:153), two conditions were predominate in causing Spanish speaking pupils to leave school -- the economic condition of the family and the lack of concern for school work. Although the economic reasons seemed to influence the pupils to a larger extent, the total number of reasons given by dropouts about their lack of interest in school exceeded the total number given as economic reasons (Wilson, 1953:154-155, Table 39).

Status Projections: Conceptual Scheme

In the past few years much research has been directed toward the study of youth's occupational and educational status projections (Kuvlesky and Ohlendorf, 1967; Ohlendorf, Wages, and Kuvlesky, 1967). However, very few investigations have been reported on the occupational and educational status projections of Mexican American youth (Juarez, 1968; Wright, 1968). What is more, only one study (Wilson, 1953) could be found dealing with the status projections of Mexican American school dropouts, and comparisons were hard to make from that particular study because of limitations in instruments used by Wilson.

Before going on to review the relevant research literature on status projections, it will be useful at this point to review the conceptual scheme that will serve to structure this investigation. According to Gottlieb and Ramsey (1964:145-146), achievement

motivation and culturally instilled value-orientations affect status achievement in the United States. This, in part, accounts for the considerable amount of social mobility found in the United States. Achievement motivation compels the individual to excel and the value-orientations direct a person's behavior toward particular high status goals (Rosen, 1959:48-60). The concept that individuals maintain status projections which direct them toward future placement at a particular level in a number of different social structures provides the basis for the conceptual framework used in this thesis.

A status projection is defined as a mental concept that directs a person's energies toward a social object having status significance. Status projections are divided into three major parts: (1) a person or persons; (2) projections; and (3) social objects (statuses) (Kuvlesky and Bealer, 1966).

The conceptional scheme for status projections may be summarized as follows. The first component of status projections is a person or persons. The second component, projections, consists of two major types -- aspirations and expectations (Kuvlesky and Pelham, 1966; Ohlendorf, 1967). The third component, social objects (statuses), vary in kind and in level. In relation to aspirations, "goals can vary in kind and are usually described in reference to a particular social status attribute (occupation, education, income, residence, and so on)" (Kuvlesky and Bealer, 1966:270). These are referred to as status areas. Within these status areas a

variation can be determined along some pre-determined hierarchy of levels of positions. Thus, an object exists at a particular level within a specified status area such as occupation, income, and education.

In summary, status projections consist of three major parts: (1) aspirations; (2) expectations; and (3) anticipatory goal deflection. Aspirations direct the energies of a person toward placement in a number of different social structures that have status significance. Within aspirations, intensity of aspiration can be determined by the relative strength of desire held for the attainment of a goal (Kuvlesky and Bealer, 1966:271-272). Expectations are defined as the probable attainment of a goal in reference to a particular status area, e.g., the educational or occupational level a person realistically expects to attain. Certainty of expectation is the relative strength of a projection toward the attainment of an expectation's social object (Kuvlesky and Bealer, 1966:273). The condition of not having congruent aspirations and expectations is known as anticipatory goal deflection (Kuvlesky and Ohlendorf, 1966). It may be either positive (expectations higher than aspirations) or negative (expectations lower than aspirations), and it may vary in degree.

Status Projections: Review of Past Research

What little empirical data that exist on dropouts' orientations toward future educational attainment indicated that most

dropouts aspired to at least graduate from high school (Sharp and Kristjanson, 1964), but that most did not expect to attain this goal (Youmans, 1959). A national study (U.S. Bureau of Labor Statistics, 1960), indicated that the great majority of both graduates and dropouts regarded their exit from high school as the termination of their education, rather than as an interruption. This assessment was reflected by their job aspirations at the time of the interview. From the stimulus question asked, "What kind of work would you most like to do?" (U.S. Bureau of Labor Statistics, 1960:53), the youth mentioned, with few exceptions, jobs which were already within their reach. Both the boy graduates and dropouts usually said that they would like to be mechanics or welders or some other type of skilled manual worker. The girls, both graduates and dropouts, wanted to be secretaries. In one community, about 10% of the girl graduates and dropouts who reported any job aspirations mentioned nursing or hospital work. Almost no one mentioned teaching. The glamour occupations -- airplane pilot, air line hostess, or those connected with stage, radio, or television -- were not mentioned, nor were the fields of music, the graphic arts or writing (U.S. Bureau of Labor Statistics, 1960:38-39).

The only study on Mexican American dropouts that could be found was done by Joe H. Wilson (1953) and involved only occupational projections. His study involved 462 Spanish speaking boys and girls who quit school. The dropouts were asked "What occupation(s) do you prefer to follow?" and were asked to rank a list of occupations.

Wilson stated that "The two leading preferences (clerk and packer) correspond to the two kinds of employment in which dropouts engage. Two percent of the group prefer occupations requiring additional education" (1953:172). The dropouts were asked to rate their educational preparation, at the time of interview, for the preferred kinds of work. As approximately one-tenth of the respondents indicated deficiency in their preparation for occupational preferences, a large majority considered themselves as sufficiently prepared -- 80.6% (1953:174).

Three studies dealing with the occupational status projections of Mexican American in-school youth could be found by the writer. Detailed findings of these three studies are presented in theses by Juarez (1968) and Wright (1968). In summary, De Hoyos' study (1961) of Mexican American male high school students in Lansing, Michigan, reported that slightly more than half of the respondents had "high levels" of occupational aspiration, while only one-twentieth had "low levels." Their expectations were similar, the differences being that fewer respondents reported high levels of expectations and more reported low levels. Manuel's report (1965) on Mexican American youth of the southwest reported that nearly equal proportions of both sexes, about two-fifths, desired professional and managerial jobs. Approximately half of the females desired secretarial and clerical jobs, while one-fourth of the males aspired to skilled jobs. However, their expectations were much lower than their aspirations. Heller's study (1966) of Los Angeles male high school

seniors reported that a little more than one-third of the respondents aspired to professional or semi-professional occupations.

De Hoyos, Manuel, and Heller's studies were also the only three studies on educational projections of Mexican American in-school youth that could be found by the writer. Detailed analysis of these three studies are presented in the theses of Juarez (1968) and Wright (1968). However, Manuel's study could not be used for comparison because he was concerned with the junior college and college educational levels of aspirations and also, the responses were recorded only as "yes", "no", and "not sure." De Hoyos' study had a similar limitation to Manuel's. Although he studied aspirations and expectations, his study was limited for comparative purposes because of its broadly inclusive educational levels and only responses of "yes" or "no." Only Heller's study is useful for purposes of comparison on educational projections. Heller's study (1966) was concerned only with the expectations of Mexican American and Anglo respondents who were high school seniors in Los Angeles during 1955. All the Mexican American males in this study anticipated high school graduation, with three-fourths of them expecting post high school levels of educational attainment. Slightly over half (57%) expected a post high school vocational or junior college education.

Summary of Review

In summary, the following major empirical generalizations were

established as a result of the review of literature:

1. Reasons dropouts gave for leaving school
 - (a) For both the population in general and the Mexican American population, the most salient reasons appeared to be financial motives and dissatisfaction with the school per se.
2. Status projections
 - (a) Occupational projections
 - (1) Graduates and dropouts wanted to engage in semiskilled or skilled labor and most expected this type of work.
 - (b) Educational projections
 - (1) Most dropouts aspired to at least graduate from high school, but most did not expect to attain this goal.
 - (2) Mexican American in-school youth expected to at least graduate from high school.

After reviewing the research literature, it was apparent that there was a lack of general, concrete knowledge about reasons Mexican Americans gave for leaving school and their status projections and in particular, dropout-in-school comparisons. Only one study (Wilson, 1953), could be found on Mexican American dropouts, and that study dealt only with reasons for leaving school and occupational projections; educational projections were not included in the study. Only three studies (De Hoyos, 1961; Manuel, 1965; Heller, 1966) could be found on occupational projections of Mexican American in-school youth, and only one study (Heller, 1966) could be found that was comparable for our analysis of educational projections of in-school youth. No studies could be found comparing Mexican American dropouts to Mexican American in-school youth or to other ethnic groups. Previous studies appeared to focus on dropouts in general, not using ethnic identity as a control factor.

This study was apparently the first to provide comprehensive data on Mexican American dropouts' educational and occupational status projections. In addition, it provided data comparing Mexican American dropouts to their in-school age peers on their educational and occupational status projections.

SPECIFICATION OF RESEARCH OBJECTIVES

The objectives of the analysis to be reported here were: (1) To report reasons Mexican American dropouts gave for leaving school and to see how their reasons compared to other dropouts studied previously; (2) To report the educational and occupational status projections of Mexican American dropouts and to compare these with Mexican American in-school youth from the same area on the following dimensions of educational and occupational status projections:

1. Aspirations
 - (a) Goal levels
 - (b) Intensity of aspirations
2. Expectations
 - (a) Anticipated levels
 - (b) Certainty of expectations
3. Anticipatory goal deflection
 - (a) Nature of deflection
 - (b) Degree of deflection

In the past, research on status projections of youth have applied only to in-school youth. Now for the first time this same conceptual scheme on status projections of youth has been applied to school dropouts. Data on educational and occupational status projections of Mexican American in-school youth were already available through the research completed by Juarez (1968) and Wright (1968). Thus it was possible to examine the status projections of Mexican American school dropouts and to compare their projections to Mexican American in-school youth from the same area and of the same ethnic group. This research is significant in that it viewed high school dropouts (Mexican Americans) in comparison with the

larger in-school age peer population from the same social universe.
It also allowed an expansion of generalizations about status projections of youth.

SOURCE AND COLLECTION OF DATA

Data on the Mexican American youth were obtained through interviews performed in four selected counties in south Texas. As mentioned previously, the data on the Mexican American in-school youth were reported in detail in theses by Juarez (1968: Chapter 3) and Wright (1968: Chapter 3).

In the spring of 1967, data were collected from high school sophomores in two southwest Texas counties and two south Texas counties: Dimmit, Maverick, Starr, and Zapata. These counties were selected on the basis of several criteria: a high proportion of Mexican Americans, low levels of income as compared to the state of Texas as a whole, a high proportion of rural residents, and a non-metropolitan area not contiguous to a metropolitan area (Appendix A, Table 33). Data were obtained from 596 Mexican American boys and girls by means of collectively administered interviews in seven participating schools. Groups of students received a twelve-page questionnaire. After the questionnaires were distributed, the students completed each stimulus question as it was read aloud by the interviewer.

To obtain a list of the dropouts, the sophomores that were interviewed as part of the spring 1967 study were asked to note on the back of the questionnaires they had completed names and addresses of anyone about their age living in their local area but not attending school. This strategy produced a list of 135 youth that

was used as a starting point for the location and interviewing of the dropout age peers within the study area.

Subsequently, during the summer of 1967, a research assistant of Mexican American descent spent several weeks locating each of the dropout prospects and contacting them for permission to be interviewed at a later date. In January of 1968, letters were sent to each prospective respondent indicating that interviewers would contact them. During February of 1968, 82 school dropouts were interviewed by graduate students from Texas A&M University. Of the 82 youth interviewed, eight were deleted from the study because (1) they had completed eleven or more years of school; (2) they were enrolled in school at the time of the interview; or (3) they were not of Spanish American descent. Table 1 indicates that the dropouts and the in-school youth were almost evenly proportionately distributed by county.

The same questionnaire that was given to the sophomores in south Texas in the spring of 1967 was given to the school dropouts interviewed from the same area in February, 1968. It included variables about the youth's status orientations with additional questions about their dropout situation. Each dropout was interviewed individually. The questionnaire was administered under a wide variety of conditions, including in homes, in cars, on front porches, and on the youth's jobs. In many cases it was difficult to maintain the kind of privacy deemed desirable for personal interviews without harming the rapport and perhaps losing the cooperation

Table 1. Location and Number of Respondents Used in South Texas Study

Location	Dropout (N = 74)	In-School (N = 596)
Maverick County	35%	34%
Eagle Pass	30	34
Quemado	4	0
El Indio	1	0
Dimmit County	18	12
Carrizo Springs	7	8
Big Wells	1	0
Asherton	10	4
Zapata County	15	9
Zapata	5	9
San Ygnacio	10	0
Starr County	32	44
Rio Grande City	18	27
Salineno	1	0
Roma	4	12
San Isidro	5	5
Delmita	4	0
TOTALS	100%	100%

of the respondent. The interviewer read each stimulus question aloud and the respondent recorded his own answers on the questionnaire. Spelling problems were evident when the youth were asked to write their answers to the open-ended question about the types of occupations they desired and expected. Many of the girls had trouble spelling such words as "housewife." Some boys had trouble spelling such words as "welder" or "farmer." Most of the youth accepted the interviewers into their homes. In some homes the parents, particularly the mothers, would stand over their children as the youth answered the questionnaire. Some of the parents thought the interviewers were trying to get their children jobs. Others suspected the interviewers were from the school or the Welfare Department, checking on their children.

Respondents

Comparison of In-School and Dropout Age Peers

The following is a brief comparison of the two study groups, with some additional information on the dropouts pertaining to their dropout situation. For a more detained description of the Mexican American in-school youth, see theses by Juarez (1968:20-29), and Wright (1968:38-44).

Most of the Mexican American youth were from relatively large families. Over three-fourths of both study groups came from families in which both parents were alive, living together (Appendix C, Table

35). Twice as many dropouts (12%) as the in-school youth (6%) came from families in which the parents were separated or divorced.

In both study groups, the fathers were the major money earners in the household in over half of the cases (Appendix C, Table 36). However, the dropouts identified 23% of the major money earners as brothers or sisters or other, as compared with only 16% of the in-school youth.

The types of occupations held by the major money earners in both study groups were fairly similar (Appendix C, Table 37). Over half of each group (64%-Dropout; 55%-In-School) was employed in either skilled blue collar, operatives, or unskilled labor, with the largest percent of both groups employed in unskilled labor (which included farm laborer or laborer). Twice as many of the major money earners in the dropouts' families (11%) than in the in-school youth's families (5%) were either unemployed or were housewives. Twice as many of the earners in the in-school group were engaged in professional or managerial occupations (17%), as compared to only 8% of the dropouts' group.

The educational attainment of the parents of both study groups were also fairly similar (Appendix C, Table 38). A majority of both groups had less than a high school education. None of the dropouts' fathers were high school graduates and only three of their mothers were. Almost 10% of the in-school youth's parents were high school graduates. None of the dropouts' parents were college graduates, and only 43 of the parents of the in-school youth

were college graduates.

In summary, it can be concluded that the family backgrounds of the dropouts and their in-school age peers were somewhat similar. Most of the youth's parents were living and lived together. The major money earners in the families were the fathers, holding low level occupations, with the largest percent engaged in unskilled labor. Over half of the parents had less than a high school education.

Background Information on Dropouts

Almost all of the Mexican American dropouts were at least 16 years old at the time of the interview -- mean age at time of interview was 17 1/2 years old -- and only 10 were married (Appendix C, Table 39). On the average, the respondents indicated that they left school at age 16 (Appendix C, Table 40) and the eighth grade was the last school year they completed (Appendix C, Table 41). More than half of the respondents indicated that they had left school before completing the ninth grade. Only a few of the dropouts had received any type of technical training since leaving school, mostly through the Neighborhood Youth Corps -- and the vast majority of this was "training" for unskilled types of work (Appendix C, Tables 42 and 43).

Of particular interest in illuminating part of the problem these youth faced in school is the fact that they spoke Spanish more than English in the home -- seven out of ten spoke Spanish

with their parents (Appendix C, Table 44). In addition, the majority spoke at least as much Spanish as English with their friends in the neighborhood and at work. In this regard, an important sex difference was observed: while a majority of boys spoke Spanish only with their friends, markedly fewer girls (about one-third) indicated this.

Direct observations made during the interview sessions with the dropouts also helped provide some understanding of the type of situation facing these youth. Almost all of them came from very large families often crowded together in dwellings of two or three rooms. Rarely were any reading materials observable in their homes, and very often even television sets appeared to be absent. In many cases abject poverty was observable in the dilapidated nature of the external structure and internal furnishings of the home and in the extremely poor clothing worn by the children. All in all, it would be safe to conclude that almost every respondent involved here had little or no opportunity for privacy in the home and could not have received much in the way of financial resources from his family for school considerations.

INDICATORS AND MEASUREMENTS

Only a small portion of the responses contained in the questionnaire were analyzed in this thesis. The questions indicating ethnic membership, sex, reasons for leaving school, and educational and occupational status projections were utilized. To facilitate comparative analysis, the same questionnaire was given to both the in-school youth and their dropout age peers, with additional questions given to the dropouts concerning their dropout situation. These questions were excerpted from the questionnaire and presented in Appendix B, and only brief descriptions of the specific indicators and measurements are provided below.

Ethnic Membership

Ethnic membership was determined by using the responses to four separate questions which asked the respondent to give his name, to indicate whether or not he was of Spanish American ancestry, to indicate the language he used in various social situations, and to indicate the birthplace of his parents.

Sex

Sex was obtained by asking each respondent to circle on the questionnaire the word "male" or "female."

Reasons for Leaving School

The respondents were asked to rate the degree of importance

of involvement of several alternative reasons influencing their decisions to leave school. The reasons provided in a forced choice type instrument included those pertaining to the school situation *per se*, those representing social pressure outside the school, and those pertaining to financial motivations or marriage. In case a youth had a relatively unique motive not covered by the alternatives, we also provided him with the opportunity to write in other reasons as a free response.

Aspirations

Identically worded fixed-choice stimulus questions were used in both in-school and dropout studies to elicit responses indicating the educational goals of the respondent. The stimulus question used to obtain goal responses asked the youth to indicate the education he would desire if he could have it. The responses were coded in terms of a six-level educational hierarchy (plus "No information").

Responses indicating occupational aspirations were elicited through the use of an open-ended question which instructed the respondent to specify the occupation he would most desire as a lifetime job if he were completely free to choose. The respondent was encouraged to be specific about the occupation he desired and to describe it as fully as possible. The respondents' answers to this open-ended question were classified according to the scheme which is presented and discussed on page 28.

Intensity

Intensity of the respondents' educational and occupational aspirations were indicated by a question that asked the respondents to rank order seven status goals believed to be desired by most young people. The educational and occupational goals were included among alternatives. This operation produced a forced self-ranked hierarchy of importance ranging from scores of one through seven. The lower the score, the stronger the intensity of aspiration indicated. For purposes of meaningful interpretation of the findings as well as for comparison of the findings to those found in the south Texas in-school study, the raw scores were grouped into qualitative categories of: Strong (1-2), Intermediate (3-5), and Weak (6-7). These three categories are a modified version of another scale reported by Leonard Reissman (1953:233-242).

Expectations

Identically worded fixed-choice stimulus questions were used to elicit responses indicating the educational and occupational expectations of the respondents. The question used for educational expectation asked the respondent to indicate the education he really expected to attain. The responses were coded in terms of a six-level educational hierarchy (plus "No information"). This question's wording was assumed to reflect the respondent's evaluation of his personal values, abilities, and social situation.

Responses indicating occupational expectations were obtained through the use of another open-ended question which instructed the youth to specify the occupation he actually expects to have most of his life. Again, the respondent was encouraged to be specific about the occupation he anticipated, describing the job in detail if necessary. The wording of this question was such that the occupation indicated would, it was assumed, be one which reflected any personal or social restrictions experienced by the respondent. That is, the respondent would indicate the occupation he anticipated in view of the "realities" of his situation. The word "lifetime" is assumed to evoke the person's long run or ultimate occupational attainment. Again, the respondent's answers were classified according to the scheme which appears on page 28.

Certainty

Certainty of expectation was ascertained with a stimulus question which instructed the respondent to indicate how certain he was of achieving his expected education and occupation. The respondent was to circle one of five alternatives representing varying degrees of certainty along a Likert-type scale. The degree of certainty ranged from very certain to very uncertain. For purposes of the analysis to be done in this paper, the following alternatives were collapsed: "Very certain" and "certain," "Uncertain" and "very uncertain." "Not very certain" was left by itself.

Anticipatory Goal Deflection

Anticipatory goal deflection was determined by comparing the measure of educational goal and educational expectation and by comparing the occupational goal and occupational expectation. If these measures differed, deflection was considered to exist. Negative deflection was judged to exist when the expectation level was lower than the goal level; conversely, positive deflection was indicated when the expectation level was observed to be higher than the aspiration level. In addition to determining the nature of deflection, the "degree" of deflection was determined by the number of level differences involved between goal and anticipated status.

The responses on occupational aspiration and expectation were classified according to a modified form of the Census scheme (Bureau of the Census:1960). The occupational categories used are listed in rank order as follows:

0. No information, or "Don't know"
1. High professional
2. Low professional
3. Glamour
4. Owner, manager, official
5. Clerical and sales
6. Skilled
7. Operatives
8. Unskilled
9. Housewife, other

This method was chosen primarily because of its wide use (Ameen, 1968; Kuvlesky and Ohlendorf, 1966), and because it was used for the in-school Mexican American youth study by Juarez (1968) and Wright (1968). Thus this method permitted better comparison of

findings from various studies.

The first change made in the Census scheme consisted of dividing the classification "professional, technical and kindred" into "high professional," "low professional," and "glamorous." The category "high professional" refers to those occupations usually demanding degrees above the bachelor's, for example, doctor, lawyer, or college professor. "Low professional" denotes those occupations for which the educational requirement is normally only a bachelor's degree, for instance, elementary school teacher. The "glamour" category comprises those occupations having a glamorous connotation and those which are sometimes associated with personal ability rather than with achievement: examples of this type of occupation include entertainer, athlete, actor, and similar occupations.

A further modification of the census scheme was to collapse the classes "clerical and kindred workers" and "sales workers" into the one category "clerical and sales" because of the low frequency of responses involved; this modification is justified also because of the similar nature of the occupations in these categories. Likewise, the "farm owner and manager" responses were included in the managerial category because few respondents indicated an aspiration ($N=4$) or an expectation ($N=3$) for this type of job. Another change was to include the responses pertaining to enlisted military and law enforcement jobs in the classification of "operatives and kindred" rather than placing such responses in "craftsmen" and "operatives," respectively, as does the Census. Additional advantages

to using the nine-level modified scheme are that it permits noting differences among relatively high-level goals which would otherwise be missed, and secondly, the finer distinctions made between categories allows detecting anticipatory deflection among high goal and expectation levels.

Data Processing and Statistical Procedures

Responses to the questions outlined above were coded and transferred to Fortran coding forms and then punched onto IBM cards. The forms and cards were independently verified. A random check of forms and cards disclosed an error rate of less than 1% for each item. The data were statistically analyzed by means of Chi-square tests using a confidence level of .05. Facilities of the Texas A&M University Data Processing Center were utilized to obtain frequency and percentage distribution tables and Chi-square tests to be used in the analysis of the data.

FINDINGS: REASONS MEXICAN AMERICAN SCHOOL DROPOUTS GAVE
FOR LEAVING SCHOOL

Poor grades and to make money were the two most important reasons given by Mexican American dropouts for leaving school (Table 2). Among school related reasons, problems with teachers, poor grades and a lack of appreciation for subject matter were given importance by substantial numbers of the respondents. Relative to the financial category, making money and a concern about having good enough clothes or money for school were also indicated by substantial proportions of the youth. Few youth indicated social pressure from inside or outside the school, such as teachers or parents, as being important in their decision, and few indicated that they left school because they wanted to get married.

Statistically significant differences were found between the male and female dropouts in only two of the categories -- grades and money. Over half of the males stated that they dropped out of school to make money, while half of the females stated they dropped out of school because of poor grades. Numerous studies noted that dropouts gave many reasons for leaving school; however, the most salient reasons appeared to be financial motives and dissatisfaction with the school per se (Bowman and Matthews, 1960; Murk, 1960). The Mexican American dropouts in this study gave the same reasons for leaving school as the dropout population in general, with their number one reason being poor grades and their number two reason being

Table 2. Mexican American Dropouts' Ratings of Importance of Reasons for Leaving School

Reasons	Percentage Indicating Some or Much Importance		
	Male (N=39)	Female (N=35)	Total (N=74)
School related:			
Couldn't get along with teachers	31%	26%	28%
Had poor grades	39	68	51*
Wasn't learning anything I could use	44	26	35
The principal or school counselor told me to leave	7	3	5
Other students didn't like me	15	15	15
Social pressure outside of school:			
My father wanted me to quit	11	9	9
My mother wanted me to quit	3	3	3
My friends wanted me to quit	5	3	4
Financial/home:			
To make some money	51	31	42*
Didn't have good enough clothes or money to do what other students did	30	21	26
To get married	11	14	12
Other reasons	28	37	31

* Significant at .05 level

to make money. Only one study was found concerning Mexican American dropouts' reasons for leaving school, (Wilson, 1953). Wilson found that two conditions were predominate in causing Spanish-speaking pupils to leave school -- the economic condition of the family and the lack of concern for school work. Wilson's respondents were Mexican American youth from central, south, and southwest Texas who had quit school before high school graduation. The time period of Wilson's study was from 1945-52. Thus, the present study done on the Mexican American dropouts in south and southwest Texas in 1968 showed that over one and a half decades had passed without apparent change in reasons Mexican American youth gave for leaving school.

FINDINGS: STATUS PROJECTIONS OF MEXICAN AMERICAN SCHOOL DROPOUTS

Educational Status

Aspirations

One-fifth of the dropouts desired never to return to school, almost half of the dropouts desired to graduate from high school, and one-third desired additional training beyond high school as their highest level of educational attainment (Table 3). No statistically significant differences were found between the male and female dropouts concerning their educational aspirations. Although a majority of the males and females were ages 17, 18, and 19 at the time of the interview, perhaps the boys felt more reluctant about returning to school due to the fact that there would be so much difference between the dropout boys' ages and the ages of their in-school age peers.

Over three-fourths of the dropouts expressed a desire to return to school. This finding points out that their aspirations were high, when it is considered that these were young people who had dropped out of school and by merely being labeled "dropouts" were having a hard time getting back into school, both financially and emotionally. Emotionally, these youth were having trouble returning to school, for many of these dropouts were several years older than their in-school age peers and they felt out of place or embarrassed if they returned to school.

Almost half of the dropouts expressed a strong desire for their

Table 3. Educational Aspirations of Mexican American School Dropouts

Educational Level	Male (N=39)	Female (N=35)	Total (N=74)
Never go to school again <u>or</u> quit high school	28%	12%	20%
High school graduate	41	51	46
High school graduate plus additional training	13	23	18
College graduate	18	14	16
No information*	0	0	0
TOTALS	100%	100%	100%

* "No Information" not included in Chi-square tabulations.

$$\chi^2 = 4.22$$

$$D.F. = 3$$

$$.20 < P < .30$$

educational goals, and nearly one-third expressed an intermediate desire for their goals (Table 4). Although not statistically significant, the females had somewhat higher educational aspirations than the males, with more of the females desiring high school graduation or additional training beyond high school, and the females expressed stronger intensity for their educational aspirations than did the males.

Expectations

In general, almost three-fourths of the dropouts expected either to never go to school again, or to complete high school as their highest level of educational attainment (Table 5). Slightly over one-fourth of the dropouts expected training or schooling beyond high school. Statistically significant sex differences were observed: almost twice as many boys as girls expected never to go to school again. Also, while one-fifth of the girls expected to be college graduates, none of the boys expected to graduate from college.

There were some major differences in the dropouts' expectations as compared to their aspirations. Almost one-third of the dropouts expected never to return to school, as compared to only one-fifth desiring this. Also, almost twice as many dropouts desired than expected college graduation. This is accounted for by the fact that while one-fifth of the females expected to graduate from college, none of the males expected this.

Table 4. Intensity of Educational Aspirations of Mexican American School Dropouts

Intensity	Male (N=39)	Female (N=35)	Total (N=74)
Strong	38%	48%	43%
Intermediate	31	35	32
Weak	26	17	22
No information*	5	0	3
TOTALS	100%	100%	100%

* "No information" not included in Chi-square tabulations.

$$\chi^2 = 1.07$$

$$D.F. = 2$$

$$.50 < P < .70$$

Table 5. Educational Expectations of Mexican American School Dropouts

Educational Level	Male (N=39)	Female (N=35)	Total (N=74)
Never go to school again <u>or</u> quit high school	41%	17%	30%
High school graduate	33	49	41
High school graduate plus additional training	23	14	19
College graduate	0	20	9
No information*	3	0	1
TOTALS	100%	100%	100%

* "No information" not included in Chi-square tabulations.

$$\chi^2 = 13.11$$

$$D.F. = 3$$

$$.001 < P < .01$$

The females maintained higher educational expectations than did the males. Fewer girls expected never to return to school, more girls expected to graduate from high school, and more girls expected to graduate from college. The only change from aspirations to expectations was that while slightly over one-fifth of the females and only a little over one-tenth of the males desired additional training beyond high school, the educational level was reversed in expectations. More males than females expected additional training beyond high school. However, in the final analysis, the females maintained higher educational aspirations and expectations and expressed stronger intensity for their aspirations than did the males.

Only one-third of the youth expressed strong certainty of their educational expectations, with a majority of the dropouts expressing some uncertainty about attaining their educational expectations (Table 6). Statistically significant sex differences were noted between the dropouts. Almost half of the males, as compared to only one-fifth of the females, were certain of their educational expectations. Thus, while the males were expecting lower levels of educational attainment than the females, the boys felt more certain of attaining their expectations than the females. The girls were expressing higher educational aspirations, stronger intensity for their aspirations, and higher expectations than the boys, yet the girls expressed strong uncertainty of attaining their educational expectations. Perhaps the females felt blocked from attaining their educational expectations due to such factors as sex,

Table 6. Certainty of Educational Expectations of Mexican American School Dropouts

Certainty	Male (N=39)	Female (N=35)	Total (N=74)
Certain	46%	20%	34%
Not very certain	38	68	53
Uncertain	13	12	12
No information*	3	0	1
TOTALS	100%	100%	100%

* "No information" not included in Chi-square tabulations.

$$\chi^2 = 6.93$$

$$D.F. = 2$$

$$.02 < P < .05$$

finances, their families, or job discrimination. Perhaps the males had worked more in the labor market than the females and by their work experiences, the males had a more realistic view of the type of education they needed or wanted to compete for a job.

Anticipatory Goal Deflection

Anticipatory deflection is an individual measure, arrived at by comparing the individual's aspiration with his expectation. Over half of the Mexican American dropouts did not experience anticipatory goal deflection (Table 7), meaning that their aspirations and expectations were the same. When goal deflection did occur, it was, for the most part, negative for both sexes, meaning that their educational expectations were lower than their educational aspirations. No statistically significant differences were found between the sexes. The deflection of the dropouts was usually within one or two degrees, positive or negative (Table 8).

Occupational Status

Aspirations

Because there were only 79 dropouts used in this study, the Chi-square test could not be utilized on the distribution depicted in Table 9, using the original nine categories of jobs to describe their occupational aspirations. Thus, the following is a brief description of the findings.

Table 7. Anticipatory Deflection from Educational Aspirations of Mexican American School Dropouts

Nature of Deflection	Male (N=39)	Female (N=35)	Total (N=74)
None	59%	60%	59%
Positive	12	17	15
Negative	29	23	26
No information*	0	0	0
TOTALS	100%	100%	100%

* "No information" not included in Chi-square tabulations.

$$\chi^2 = 0.44$$

$$D.F. = 2$$

$$.70 < P < .80$$

Table 8. Nature and Degree of Anticipatory Deflection from Educational Aspirations of Mexican American School Dropouts

Nature and Degree of Deflection	Male (N=39)	Female (N=35)	Total (N=74)
None	59%	60%	59%
Positive			
+1	10	8	10
+2	2	0	1
+3	0	9	4
+4	0	0	0
+5	0	0	0
Negative			
-1	11	9	10
-2	0	9	4
-3	5	5	5
-4	8	0	4
-5	5	0	3
No information	0	0	0
TOTALS	100%	100%	100%

Table 9. Occupational Aspirations of Mexican American School Dropouts

Occupational Level	Male (N=39)	Female (N=35)	Total (N=74)
High professional	0%	0%	0%
Low professional	5	26	15
Glamour	0	3	1
Managerial	10	0	6
Clerical & sales	5	43	23
Skilled	66	17	44
Operatives	3	0	1
Unskilled	11	11	10
Housewife	0	0	0
No information	0	0	0
TOTALS	100%	100%	100%

The largest percentage of the dropouts, almost half, desired skilled jobs, with the second largest percentage, over one-fifth, desiring clerical and sales work. This is accounted for by the fact that while a majority of the males desired skilled work, almost half of the girls desired clerical and sales work. None of the dropouts desired high professional jobs, and only 15% desired low professional jobs; five times as many girls as boys desired these types of jobs. An equal proportion of boys and girls desired unskilled work. None of the girls indicated a desire to be housewives.

In order to more adequately describe the levels of occupations desired by the Mexican American dropouts, the original nine occupational categories were collapsed into three broader levels, as shown in Table 10. According to some researchers in the field of occupations, the resulting three goal levels -- high, intermediate, and low -- are more meaningful than the often used two-class occupational categories such as blue collar and white collar (Kuvlesky and Ohlendorf, 1966). Also, by this collapsing, Chi-square test could be utilized to determine if male-female differences exist beyond chance consideration.

Almost three-fourths of the youth had intermediate occupational goals, while the remaining one-fourth had either high or low level occupational goals. Statistically significant differences were found between the males and females. Six times as many females as males had high occupational goals. A greater proportion of the

Table 10. Occupational Aspirations, Using High, Intermediate, and Low Level Categories* of Mexican American School Dropouts

Occupational Level	Male (N=39)	Female (N=35)	Total (N=74)
High	5%	29%	16%
Intermediate	82	60	72
Low	13	11	12
No information**	0	0	0
TOTALS	100%	100%	100%

* High - High Professional, Low Professional and Glamour
Intermediate - Managerial, Clerical & Sales, and Skilled
Low - Operatives, Unskilled, and Housewife

** "No information" not included in Chi-square tabulations.

$$\chi^2 = 7.55$$

$$D.F. = 2$$

$$.02 < P < .05$$

males than the females had intermediate goal levels, which included managerial, clerical and sales, and skilled work.

Over half of the Mexican American dropouts indicated a strong desire for their occupational goals (Table 11). Only one-third of the dropouts indicated an intermediate desire and less than one-tenth indicated a weak desire for their occupational goals. There were no statistically significant sex differences.

Expectations

Again, because there were only 79 dropouts used in the study, the Chi-square test could not be utilized on Table 12 using the nine categories of jobs to describe their occupational expectations. Thus below is a simple description of the findings.

One-third of the youth expected skilled jobs and almost half expected unskilled work or to be housewives. None expected high professional work and only 6% expected low professional work.

While over half of the males expected skilled work, slightly less than half of the females expected to be housewives. In contrast, while 11% of the females expected low professional jobs, none of the males expected this.

The females tended to expect wider ranges of jobs than the males, with their choices scattered among low professional, clerical and sales, unskilled and housewife. The males' choices clustered around skilled, operatives, and unskilled type jobs.

Table 11. Intensity of Occupational Aspirations of Mexican American School Dropouts

Intensity	Male (N=39)	Female (N=35)	Total (N=74)
Strong	59%	57%	58%
Intermediate	33	37	35
Weak	6	6	6
No information*	2	0	1
TOTALS	100%	100%	100%

* "No information" not included in Chi-square tabulations.

$$\chi^2 = 0.08$$

$$D.F. = 2$$

$$.95 < P < .98$$

Table 12. Occupational Expectations of Mexican American School Dropouts

Occupational Level	Male (N=39)	Female (N=35)	Total (N=74)
High professional	0%	0%	0%
Low professional	0	11	6
Glamour	0	3	1
Managerial	8	0	4
Clerical & sales	5	23	13
Skilled	54	3	30
Operatives	10	0	6
Unskilled	23	17	20
Housewife	0	43	20
No information	0	0	0
TOTALS	100%	100%	100%

As was done with occupational aspirations, the Mexican American dropouts' occupational expectations were collapsed into three broad occupational levels -- high, intermediate, and low (Table 13). Only 7% of the youth had high expectations, while nearly half expected intermediate and nearly half expected low level occupations.

There were statistically significant differences between the males and females concerning their occupational expectations. A majority of the males expected intermediate level jobs, while a majority of the females expected low level jobs. Fourteen percent of the females as compared to none for the males expected high level jobs. Overall, the males tended to have higher occupational expectations than the females. Thus, while the females expressed higher aspirations, the males expressed higher expectations.

A majority of the youth felt certain that they would attain their occupational expectations (Table 14). About one-third said that they were not very certain, and slightly over one-tenth expressed strong uncertainty about their expected jobs.

Statistically significant differences existed between the sexes. One-fifth more of the females than the males were certain of their occupational expectations. Eight times as many males as females were uncertain of their occupational expectations. Although the boys showed higher occupational expectations than the girls, the boys expressed stronger uncertainty about attaining their expectations. Perhaps this was due to the fact that the boys had been in the labor market more than girls and they knew more

Table 13. Occupational Expectations, Using High, Intermediate, and Low Level Categories* of Mexican American School Dropouts

	Male (N=39)	Female (N=35)	Total (N=74)
High	0%	14%	7%
Intermediate	67	26	47
Low	33	60	46
No information**	0	0	0
TOTALS	100%	100%	100%

* High - High Professional, Low Professional, and Glamour
Intermediate - Managerial, Clerical & Sales, and Skilled
Low - Operatives, Unskilled, and Housewife

** "No information" not included in Chi-square tabulations.

$$\chi^2 = 14.98$$

$$D.F. = 2$$

$$P < .001$$

Table 14. Certainty of Occupational Expectations of Mexican American School Dropouts

Certainty	Male (N=39)	Female (N=35)	Total (N=74)
Certain	43%	63%	52%
Not very certain	31	31	31
Uncertain	23	3	14
No information*	3	3	3
TOTALS	100%	100%	100%

* "No information" not included in Chi-square tabulations.

$$\chi^2 = 6.87$$

$$D.F. = 2$$

$$.02 < P < .05$$

realistically what kinds of jobs they could attain.

Anticipatory Goal Deflection

Anticipatory deflection is an individual measure, arrived at by comparing the individual's aspiration with his expectation. Table 15 shows that over half of the Mexican American dropouts experienced no anticipatory deflection, meaning that over half of the youth studied expected to obtain their occupational goals. The other half of the youth did experience anticipatory goal deflection; and a majority of this deflection was negative. Less than one-tenth experienced positive deflection.

Statistically significant differences were observed between the males and females. Twice as many males as females experienced no deflection, three times as many males as females experienced positive deflection, and three times as many females as males experienced negative deflection.

Thus, while the females were expressing higher occupational aspirations than the males and they were even expressing a fairly strong desire for their occupational goals, their occupational expectations were lower than the males, and they were very certain of their low occupational expectations.

The degree of deflection of Mexican American dropouts from their occupational goals was quite varied (Table 16). Positive deflection involved only one or two degrees of deflection, but negative deflection ranged from one to seven degrees of deflection,

Table 15. Anticipatory Deflection from Occupational Aspirations of Mexican American School Dropouts

Nature of Deflection	Male (N=39)	Female (N=35)	Total (N=74)
None	67%	37%	53%
Positive	10	3	7
Negative	23	60	40
No information*	0	0	0
TOTALS	100%	100%	100%

* "No information" not included in Chi-square tabulations.

$$\chi^2 = 10.76$$

$$D.F. = 2$$

$$.001 < P < .01$$

Table 16. Nature and Degree of Anticipatory Deflection from Occupational Aspirations of Mexican American School Dropouts

Nature and Degree of Deflection	Male (N=39)	Female (N=35)	Total (N=74)
None	67%	37%	53%
Positive			
+1	8	3	6
+2	2	0	1
+3	0	0	0
+4	0	0	0
+5	0	0	0
Negative			
-1	3	2	3
-2	10	0	5
-3	0	22	11
-4	5	17	11
-5	3	0	1
-6	2	5	4
-7	0	14	5
No information	0	0	0
TOTALS	100%	100%	100%

with over one-fifth experiencing three or four degrees of negative deflection.

Over one-third of the females, as compared to only 5% of the males, showed negative deflection three to four degrees. Fourteen percent of the females showed negative deflection of seven degrees, as compared to none of the males. Thus again this brings out the fact that the females' occupational levels varied from high to low and covered more categories than the males.

Summary of Findings on Educational and Occupational Projections of Mexican American School Dropouts

Summarized findings reported in Table 17 show that statistically significant differences were found between male and female dropouts for the variables of educational expectations, occupational aspirations and expectations, certainty of educational and occupational expectations, and anticipatory deflection from occupational goals. From the findings of the analysis reported here, it can be generally concluded that the male and female Mexican American dropouts studied were not very similar in their educational and occupational projections. Specific conclusions drawn are as follows:

1. Aspirations

- (a) There were no statistically significant differences between the Mexican American male and female dropouts concerning their educational aspirations. Over half of the dropouts desired to return and graduate from high school, and slightly over one-third desired additional training or schooling beyond high school.
- (b) Statistical significant differences existed between

Table 17. Description of the Educational and Occupational Status Projection Relationships and Summary of Chi-Square Significance for Mexican American Male and Female Dropouts

Table	Dimension	P at .05*	Nature of Male-Female Differences
13	Educational Asp.	NS	None
20	Occupational Asp.	S	Females higher than males
14	Intensity of Educational Asp.	NS	None
21	Intensity of Occupational Asp.	NS	None
15	Educational Exp.	S	Females higher than males
23	Occupational Exp.	S	Males higher than females
16	Certainty of Educational Exp.	S	Males greater than females
24	Certainty of Occupational Exp.	S	Females greater than males
17	Anticipatory Deflection from Educational Goals	NS	None
25	Anticipatory Deflection from Occup. Goals	S	Males greater than females

*Chi-square test for sex differences among Mexican American dropouts.

the males and females concerning their occupational aspirations. Almost three-fourths of the dropouts desired intermediate level jobs, such as managerial, clerical and sales, and skilled work.

- (c) The dropouts expressed stronger intensity for their occupational goals than they did for their educational goals.

2. Expectations

- (a) The females had higher educational expectations than the males, while the males maintained higher occupational expectations than the females.
- (b) The males expressed stronger certainty for their educational expectations than the females, and the females expressed stronger certainty for their occupational expectations than the males.
- (c) The dropouts expressed stronger certainty about attaining their occupational expectations than about attaining their educational expectations.

3. Anticipatory goal deflection

- (a) Over half of each group experienced no deflection from their educational and occupational goals, and when it did occur, it was, for the most part, negative.
- (b) More of the dropouts showed negative deflection from their occupational goals than from their educational goals.
- (c) More females than males experienced negative deflection from their occupational goals.

What little empirical data that exists on dropouts' projections toward future educational attainment indicated that most dropouts aspired to at least graduate from high school (Sharp and Kristjanson, 1964), but that most did not expect to attain this goal (Youmans, 1959). The present study showed that over half of the Mexican American dropouts desired and expected to return to high school and graduate, with a substantial proportion of the dropouts desiring and expecting additional training or education beyond high school. This is perhaps explained by the fact that some of these Mexican American

dropouts had been in the labor market since dropping out of school, and they saw, perhaps more realistically than the students, what types of jobs were available and what type of education they would need to attain the jobs they desired.

The only other study on Mexican American dropouts that could be found was done by Wilson (1953), and it involved only occupational projections. Wilson asked the dropouts to check from a list of occupations the occupation they preferred to follow. Wilson's study revealed that the two leading preferences were clerk and packer. Most of the dropouts in the current study desired clerical and sales work or skilled work, and most expected skilled work, unskilled work or to be housewives. If "preference" in Wilson's study meant aspirations, then his dropouts and the dropouts in the present study were quite similar in their occupational aspirations.

FINDINGS: DROPOUT AND IN-SCHOOL AGE PEERS COMPARED ON
THEIR STATUS PROJECTIONS

Educational Status

Aspirations

There were substantial statistically significant differences between the Mexican American dropouts and their in-school age peers (Table 18). The students had higher educational aspirations than did the dropouts, for over half of the students desired to be college graduates, while almost half of the dropouts desired high school graduation as their highest level of educational attainment. One-fifth of the dropouts desired never to return to school again, as compared to less than 1% of the students desiring to quit school. The only category in which the dropouts and students were similar were their desire for additional training beyond high school. Twenty-eight percent of the students as compared to 18% of the dropouts desired additional training beyond high school.

There were also statistically significant differences observed between the male dropouts and students and between the female dropouts and students. Over half of the male students desired college graduation, while over half of the dropouts desired either to never to return to school again or high school graduation. Half of the female students desired college graduation, while over half of the dropouts desired high school graduation as their highest

Table 18. Educational Aspirations of Mexican American Dropouts and Their In-School Age Peers

Educational Level	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
Never go to school again or quit high school	28%	0%	12%	0%	20%	0%
High school graduate	41	19	51	21	46	20
High school graduate plus additional training	13	28	23	28	18	28
College graduate	18	52	14	50	16	51
No information	0	1	0	1	0	1
TOTALS	100%	100%	100%	100%	100%	100%

* "No information" not included in Chi-square tabulations.

1 $\chi^2 = 92.30$ D.F. = 3 P < .001

2 $\chi^2 = 55.83$ D.F. = 3 P < .001

3 $\chi^2 = 149.70$ D.F. = 3 P < .001

level of educational attainment.

In expressing intensity of desire for their educational aspirations, statistically significant differences were found between the dropouts and the students (Table 19). Over three-fourths of the students as compared to less than half of the dropouts held strong intensity for their educational aspirations. The females held slightly stronger intensity for their educational aspirations than did the males. Thus, the students expressed higher educational aspirations than did the dropouts, and the students expressed stronger intensity for their aspirations than did the dropouts.

Expectations

The students held higher educational expectations than did the dropouts. As shown in Table 20, there were statistically significant sex differences between the dropouts and the students. Almost one-third of the dropouts, as compared to less than 1% of the students, expected never to go to school again or to quit high school. The dropouts' expectations clustered around either never returning to school or high school graduation, whereas the students' expectations were scattered among high school graduation, high school graduation plus additional training, and college graduation.

Differences were noted between the educational aspirations and expectations of the dropouts and the students. Twenty percent of the dropouts desired and 30% expected never to return to school. In contrast less than 1% of the students desired or expected to

Table 19. Intensity of Educational Aspirations of Mexican American Dropouts and Their In-School Age Peers

Intensity	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
Strong	38%	84%	48%	89%	43%	86%
Intermediate	31	10	35	8	32	9
Weak	26	5	17	3	22	4
No information*	5	1	0	0	3	1
TOTALS	100%	100%	100%	100%	100%	100%

* "No information" not included in Chi-square tabulations.

1 $\chi^2 = 42.08$ D.F. = 2 $P < .001$

2 $\chi^2 = 41.93$ D.F. = 2 $P < .001$

3 $\chi^2 = 84.2$ D.F. = 2 $P < .001$

Table 20. Educational Expectations of Mexican American Dropouts and Their In-School Age Peers

Educational Level	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
Never go to school again <u>or</u> quit high school	41%	0%	17%	1%	30%	1%
High school graduate	33	31	49	31	41	31
High school graduate plus additional training	23	30	14	31	19	30
College graduate	0	39	20	37	9	38
No information*	3	0	0	0	1	0
TOTALS	100%	100%	100%	100%	100%	100%

* "No information" not included in Chi-square tabulations.

1 $\chi^2 = 127.76$ D.F. = 3 P < .001

2 $\chi^2 = 44.76$ D.F. = 3 P < .001

3 $\chi^2 = 171.83$ D.F. = 3 P < .001

quit school. There were no great changes in the percentage of each group desiring and expecting additional training beyond high school. While over 16% of the dropouts desired to be college graduates, only 9% expected this. And while over half of the students desired to be college graduates, only 38% expected this.

As a whole, there were statistically significant differences between the dropouts and the students concerning certainty of their educational expectations (Table 21). While only one-third of the dropouts were very certain of their educational expectations, half of the students stated that they were very certain of their educational expectations. About the same proportion of both groups expressed some uncertainty about their educational expectations. Of interest to note is that while the highest educational level the male dropouts expected was additional training beyond high school, they were still very uncertain that they would attain their expectations.

Anticipatory Goal Deflection

Looking at the respondents as a whole, there were no statistically significant differences between the dropouts and the students concerning anticipatory goal deflection (Table 22). Over half of both groups showed no anticipatory goal deflection. When deflection did occur, it was mostly negative. A larger percent of the dropouts than the students showed positive deflection, and a larger percent of the students than the dropouts showed negative deflection.

Table 21. Certainty of Educational Expectations of Mexican American Dropouts and Their In-School Age Peers

Certainty	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
Certain	46%	49%	20%	50%	34%	50%
Not very certain	38	45	68	44	53	45
Uncertain	13	5	12	5	12	5
No information*	3	1	0	1	1	0
TOTALS	100%	100%	100%	100%	100%	100%

* "No information" not included in Chi-square tabulations.

1 $\chi^2 = 3.80$	D.F. = 2	.10 < P < .20
2 $\chi^2 = 12.26$	D.F. = 2	.001 < P < .01
3 $\chi^2 = 10.2$	D.F. = 2	.001 < P < .01

Table 22. Anticipatory Deflection from Educational Aspirations of Mexican American Dropouts and Their In-School Age Peers

Nature of Deflection	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
None	59%	59%	60%	62%	59%	61%
Positive	12	9	17	5	15	7
Negative	29	31	23	32	26	31
No information*	0	1	0	1	0	1
TOTALS	100%	100%	100%	100%	100%	100%

* "No information" not included in Chi-square tabulations.

1 $\chi^2 = 0.51$ D.F. = 2 .70 < P < .80

2 $\chi^2 = 8.47$ D.F. = 2 .01 < P < .02

3 $\chi^2 = 5.6$ D.F. = 2 .05 < P < .10

There were statistically significant differences between the female dropouts and students. Over three times as many female dropouts as female students expressed positive deflection.

Deflection usually fell within one, two, or three degrees (Table 23). The female dropouts showed positive deflection for one and three degrees, while the female students showed positive deflection for one degree. The male dropouts showed more negative deflection of four and five degrees than did the male students.

Occupational Status

Aspirations

In looking at the nine categories of jobs (Table 24), it is apparent that the students held higher occupational aspirations than did the dropouts. A majority of both the male and female students expressed a desire for the high occupational categories, while only 15% of the dropouts fell into these categories. Almost three-fourths of the dropouts desired clerical and sales work or skilled work, with over half of the male dropouts desiring skilled work and almost half of the female dropouts desiring clerical and sales work. Only one-third of the students desired clerical and sales work or skilled work. Ten percent of the dropouts as compared to only 2% of the students desired unskilled work. It is interesting to note that while none of the dropouts desired to be housewives, 2% of the female students did desire to be housewives as

Table 23. Nature and Degree of Anticipatory Deflection from Educational Aspirations of Mexican American Dropouts and Their In-School Age Peers

Nature and Degree of Deflection	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
None	59%	59%	60%	62%	59%	61%
Positive	12	9	17	5	15	7
+1	10	6	8	2	10	5
+2	2	2	0	1	1	1
+3	0	1	9	1	4	1
+4	0	0	0	1	0	0
+5	0	0	0	0	0	0
Negative	29	31	23	32	26	31
-1	11	16	9	15	10	15
-2	0	6	9	8	4	7
-3	5	4	5	5	5	5
-4	8	5	0	4	4	4
-5	5	0	0	0	3	0
No information	0	1	0	1	0	1
TOTALS	100%	100%	100%	100%	100%	100%

Table 24. Occupational Aspirations of Mexican American Dropouts and Their In-School Age Peers

Occupational Level	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
High professional	0%	12%	0%	3%	0%	7%
Low professional	5	34	26	51	15	43
Glamour	0	6	3	5	1	6
Managerial	10	7	0	1	6	4
Clerical & sales	5	8	43	29	23	19
Skilled	66	20	17	6	44	13
Operatives	3	4	0	1	1	2
Unskilled	11	5	11	0	10	2
Housewife	0	0	0	2	0	1
No information	0	4	0	2	0	3
TOTALS	100%	100%	100%	100%	100%	100%

their highest level of occupational attainment.

In order to more fully describe the levels of occupations desired by the Mexican American youth, the original nine occupational categories were collapsed into three broad levels, as shown in Table 25. Over half of the students, as compared to almost one-fourth of the dropouts, had high occupational goals. One-third of the students, but almost three-fourths of the dropouts had intermediate occupational goals. Slightly over one-tenth of the dropouts, but less than one-twentieth of the students, desired low occupational level jobs. Thus, the students had much higher occupational aspirations than did the dropouts.

There were statistically significant differences between the male dropouts and the male students. While over three-fourths of the male dropouts held intermediate occupational goals, slightly over half of the students held high occupational goals. Only 5% of the male dropouts had high occupational goals.

There were statistically significant differences between the female dropouts and the female students, with the differences being not as great as was for the males. Over half of the female students desired high level jobs, as compared to only one-third of the female dropouts. Over half of the dropouts, as compared to slightly over one-third of the students, desired intermediate level jobs.

Both the female dropouts and female students showed higher occupational aspirations than did the males. A larger percent of the females held high level occupational goals, whereas more of the

Table 25. Occupational Aspirations, Using High, Intermediate, and Low Level Categories* of Mexican American Dropouts and Their In-School Age Peers

Occupational Level	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=496)
High	5%	52%	29%	59%	16%	56%
Intermediate	82	35	60	36	72	36
Low	13	9	11	3	12	5
No information**	0	4	0	2	0	3
TOTALS	100%	100%	100%	100%	100%	100%

* High - High Professional, Low Professional and Glamour
Intermediate - Managerial, Clerical & Sales and Skilled
Low - Operatives, Unskilled and Housewife

** "No information" not included in Chi-square tabulations.

1 $\chi^2 = 34.57$ D.F. = 2 $P < .001$

2 $\chi^2 = 16.50$ D.F. = 2 $P < .001$

3 $\chi^2 = 45.0$ D.F. = 2 $P < .001$

males held intermediate goal levels.

A majority of both groups expressed strong intensity for their occupational aspirations (Table 26). However, a larger percent of the students than the dropouts expressed a strong intensity for their occupational aspirations. Over one-third of the dropouts, as compared to over one-fourth of the students, expressed an intermediate intensity for their occupational goals. Twice as many dropouts as students expressed a weak desire for their occupational aspirations.

Expectations

The occupational expectations were lower for both study groups, yet the students still maintained higher occupational expectations than did the dropouts (Table 27). The students' expectations ranged over the entire scale, while the dropouts' expectations were more concentrated. Almost half of the dropouts expected clerical and sales work or skilled work, and almost half expected unskilled work or to be housewives. The students' expectations concentrated in the low professional jobs, clerical and sales work, and skilled work.

One-third of the students, as compared to only 6% of the dropouts, held expectations for professional type jobs. As with aspirations, those respondents expecting low professional jobs were a substantially greater proportion than those expecting high professional jobs. None of the dropouts desired or expected high

Table 26. Intensity of Occupational Aspirations of Mexican American Dropouts and Their In-School Age Peers

Intensity	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
Strong	59%	68%	57%	72%	58%	70%
Intermediate	33	29	37	24	35	26
Weak	6	2	6	4	6	4
No information*	2	1	0	0	1	0
TOTALS	100%	100%	100%	100%	100%	100%

* "No information" not included in Chi-square tabulations.

1 $\chi^2 = 2.01$ D.F. = 2 .30 < P < .50

2 $\chi^2 = 3.41$ D.F. = 2 .10 < P < .20

3 $\chi^2 = 4.4$ D.F. = 2 .10 < P < .20

Table 27. Occupational Expectations of Mexican American Dropouts and Their In-School Age Peers

Occupational Level	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=390)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
High professional	0%	6%	0%	2%	0%	4%
Low professional	0	30	11	31	6	30
Glamour	0	2	3	2	1	3
Managerial	8	11	0	1	4	6
Clerical & sales	5	10	23	41	13	26
Skilled	54	24	3	8	30	16
Operatives	10	6	0	1	6	3
Unskilled	23	7	17	2	20	4
Housewife	0	0	43	10	20	5
No information	0	4	0	2	0	3
TOTALS	100%	100%	100%	100%	100%	100%

high professional jobs. While the number of students expecting low professional jobs was less than those desiring low professional jobs, the change was not as great as was for the dropouts. Almost three times as many dropouts desired than expected low professional jobs. While 40% of the dropouts expected unskilled work or to be housewives, only 9% of the students expected this. Only 10% of the dropouts desired unskilled work, but 20% of the dropouts expected to be doing unskilled work. None of the dropouts desired to be housewives, but 20 % did expect to be housewives.

As was done with occupational aspirations, the Mexican Americans' occupational expectations were collapsed into three broad occupational levels -- high, intermediate, and low (Table 28). Five times as many students as dropouts expected high level jobs. The same proportion of dropouts and students expected intermediate level jobs. And nearly half of the dropouts, as compared to only slightly over one-tenth of the students expected low level jobs. These findings are accounted for by the following facts. Thirty percent of the students, as compared to only 6% of the dropouts, expected low professional jobs. About the same proportion of the dropouts and students expected clerical and sales work. While almost half of the dropouts expected unskilled work or to be housewives, only 9% of the students expected this.

There were statistically significant differences between the dropouts and the students. Over one-third of the students, as compared to less than one-tenth of the dropouts expected high level

Table 28. Occupational Expectations, Using High, Intermediate, and Low Level Categories* of Mexican American Dropouts and Their In-School Age Peers

Occupational Level	Mal. ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
High	0%	39%	14%	35%	7%	37%
Intermediate	67	45	26	50	47	47
Low	33	12	60	13	46	13
No information**	0	4	0	2	0	3
TOTALS	100%	100%	100%	100%	100%	100%

* High - High Professional, Low Professional and Glamour
Intermediate - Managerial, Clerical & Sales and Skilled
Low - Operatives, Unskilled and Housewife

** "No information" not included in Chi-square tabulations.

1 x² = 27.06 D.F. = 2 P < .001

2 x² = 45.94 D.F. = 2 P < .001

3 x² = 60.42 D.F. = 2 P < .001

jobs. A larger proportion of the dropouts than the students expected intermediate and low level jobs.

While the occupational expectations were quite similar for the male and female students in all three levels, there was much divergence between the male and female dropouts. Over one-tenth of the female dropouts, as compared to none of the male dropouts, expected high level jobs. Twice as many male dropouts as female dropouts expected intermediate level jobs. And twice as many female dropouts as male dropouts expected low level jobs. Thus the male dropouts held higher occupational expectations than did the female dropouts.

In looking at the certainty the Mexican American respondents held for their occupational expectations (Table 29), it was found that there existed statistically significant differences between the dropouts and the students. Over half of the dropouts as compared to a little over one-third of the students stated strongly that they were certain that they would attain their occupational expectations. In contrast, over half of the students, as compared to less than one-third of the dropouts said that they were not very certain of their occupational expectations.

There were statistically significant sex differences between the male dropouts and male students, and between the female dropouts and female students. The male dropouts showed a slightly stronger certainty for their occupational expectations than did the male students. Over twice as many female dropouts as female

Table 29. Certainty of Occupational Expectations of Mexican American Dropouts and Their In-School Age Peers

Certainty	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
Certain	43%	35%	63%	31%	52%	35%
Not very certain	31	51	31	57	31	52
Uncertain	23	10	3	9	14	10
No information*	3	4	3	3	3	3
TOTALS	100%	100%	100%	100%	100%	100%

* "No information" not included in Chi-square tabulations.

1 $\chi^2 = 8.69$

D.F. = 2

.01 < P < .02

2 $\chi^2 = 14.12$

D.F. = 2

P < .001

3 $\chi^2 = 14.9$

D.F. = 2

P < .001

students expressed strong certainty that they would attain their occupational expectations.

While the students were fairly similar in expressing certainty about attaining their occupational expectations, the dropouts showed much divergence, as there were statistically significant differences between the male and female dropouts. Over half of the female dropouts, as compared to less than half of the male dropouts, expressed strong certainty that they would attain their occupational expectations. While over one-fifth of the male dropouts expressed strong uncertainty about attaining their occupational expectations, only 3% of the female dropouts said this.

Thus, the dropouts held stronger certainty about attaining their occupational expectations than did the students, with over half of the female dropouts expressing strong certainty for their occupational expectations. Perhaps this is best explained by the fact that the dropouts had been in the labor market for a while after dropping out of school. They may have had a better understanding of what type of work they were qualified to do, knowing their limitations of being high school dropouts. Many of the students perhaps had not held jobs yet, and thus their expectations were quite high, yet they were not certain of their occupational expectations, for they did not know what all was required to gain the job they expected.

Anticipatory Goal Deflection

There were no statistically significant differences between the dropouts and the students as a whole (Table 30). Over half of both groups showed no anticipatory deflection from their occupational goals. Almost the same proportion of the dropouts and the students showed positive deflection. Forty percent of the dropouts, as compared to only 29% of the students, showed negative deflection.

The male dropouts and male students were somewhat similar in their anticipatory goal deflection from their occupational goals, with no statistically significant differences noted between them. Over half of each group showed negative deflection.

The female dropouts and female students showed statistically significant differences between their anticipatory deflection from their occupational goals. Almost twice as many students as dropouts showed no deflection. Twice as many dropouts as students showed negative deflection.

Over half of each group showed no deflection from their occupational goals. When deflection did occur, it was, for the most part, negative. Negative deflection occurred more for the dropouts than it did for the students, with the female dropouts showing the most negative deflection. This is accounted for by the fact that while none of the female dropouts desired to be housewives, almost half of the female dropouts did expect to be housewives.

Over half of each group experienced no anticipatory deflection from their occupational goals. Positive deflection occurred for less than 10% of the total population for both students and dropouts.

Table 30. Anticipatory Deflection from Occupational Aspirations of Mexican American Dropouts and Their In-School Age Peers

Nature of Deflection	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
None	67%	60%	37%	61%	53%	60%
Positive	10	9	3	6	7	8
Negative	23	28	60	31	40	29
No information*	0	3	0	2	0	3
TOTALS	100%	100%	100%	100%	100%	100%

* "No information" not included in Chi-square tabulations.

1 $\chi^2 = 0.60$ D.F. = 2 .70 < P < .80

2 $\chi^2 = 10.84$ D.F. = 2 .001 < P < .01

3 $\chi^2 = 1.3$ D.F. = 2 .30 < P < .50

Positive deflection fell within one or two degrees for the dropouts, but ranged from one to five degrees for the students (Table 31).

A larger proportion of the dropouts than the students experienced negative deflection. Negative deflection ranged from one to seven degrees for both groups, with the largest amount of negative deflection concentrating around three or four degrees for both study groups.

The positive deflection for the male dropouts ranged from one to two degrees. The male students' positive deflection ranged from one to five degrees, with the most being one degree of positive deflection.

The female dropouts and female students' anticipatory deflection from their occupational goals ranged from one to seven degrees of negative deflection, with negative deflection concentrating around three and four degrees for both groups. More of the female dropouts than the female students deflected negatively seven degrees from their occupational goals.

Thus while over half of each group showed no anticipatory deflection from their occupational goals, almost half of the dropouts as compared to over one-fourth of the students experienced negative deflection. The female dropouts experienced more degrees of negative deflection than any of the other respondents.

Summary and Conclusion of the Mexican American Dropout and In-School Age Peers' Educational and Occupational Status Projections

Table 31. Nature and Degree of Anticipatory Deflection from Occupational Aspirations of Mexican American Dropouts and Their In-School Age Peers

Nature and Degree of Deflection	Male ¹		Female ²		Total ³	
	Dropout (N=39)	In-School (N=290)	Dropout (N=35)	In-School (N=306)	Dropout (N=74)	In-School (N=596)
None	67%	60%	37%	61%	53%	60%
Positive						
+1	10	9	3	6	7	8
+2	8	3	3	2	6	2
+3	2	2	0	1	1	2
+4	0	1	0	1	0	1
+5	0	2	0	1	0	2
	0	1	0	1	0	1
Negative						
-1	23	28	60	31	40	29
-2	3	7	2	2	3	4
-3	10	6	0	3	5	4
-4	0	7	22	12	11	10
-5	5	4	17	7	11	5
-6	3	2	0	1	1	1
-7	2	2	5	1	4	2
	0	0	14	5	5	3
No information	0	3	0	2	0	3
TOTALS	100%	100%	100%	100%	100%	100%

Table 32 presents a summary of Chi-square significance and Mexican American dropouts and student status projection relationships. The findings of the analysis point out the conclusion that there were substantial differences between the Mexican American dropouts and their in-school age peers involving their educational and occupational status projections. Differences between Mexican American male dropouts and male students and between female dropouts and female students were statistically significant and only a few similarities were observed. Specific conclusions drawn are as follows:

1. Educational and Occupational Aspirations

- (a) The students held higher educational and occupational aspirations than did the dropouts.
- (b) While the students were similar in their educational and occupational aspirations, the dropouts were divergent: the female dropouts maintained higher educational and occupational aspirations than did the male dropouts.
- (c) While the largest percent of both groups expressed strong intensities for their educational and occupational aspirations, a greater proportion of the students than the dropouts expressed strong intensity for their educational and occupational aspirations.
- (d) The students were similar in their intensities for their educational and occupational aspirations, but the dropouts showed more divergence: a slightly larger percent of the male dropouts expressed strong intensities for their occupational aspirations, and a larger percent of the female dropouts than the male dropouts expressed a strong intensity for their educational aspirations.

2. Educational and Occupational Expectations

- (a) The students held higher educational and occupational expectations than did the dropouts.
- (b) While the students held similar educational and occupational expectations, the dropouts showed divergent expectations: the male dropouts held

Table 32. Description of the Educational and Occupational Status Projection Relationships and Summary of Chi-Square Significance for Mexican American Dropouts and Their In-School Age Peers

Table Dimension	Male		Female	
	P at .05*	Nature of Differences	P at .05*	Nature of Differences
28 Educational Asp.	S	Students higher than dropouts	S	Students higher than dropouts
35 Occupational Asp.	S	Students higher than dropouts	S	Students higher than dropouts
29 Intensity of Educational Asp.	S	Students higher than dropouts	S	Students higher than dropouts
36 Intensity of Occupational Asp.	NS	None	NS	None
30 Educational Exp.	S	Students higher than dropouts	S	Students higher than dropouts
38 Occupational Exp.	S	Students higher than dropouts	S	Students higher than dropouts
31 Certainty of Educational Exp.	NS	None	S	Students higher than dropouts
39 Certainty of Occupational Exp.	S	Dropouts higher than students	S	Dropouts higher than students
32 Anticipatory Defl. from Ed. Goals	NS	None	S	Dropouts higher than students
40 Anticipatory Defl. from Occup. Goals	NS	None	S	Students higher than dropouts

*Chi-square test for sex differences among Mexican American dropouts and their in-school age peers.

higher educational expectations than did the female dropouts, and a majority of the male dropouts held intermediate job level expectations, as compared to a majority of the female dropouts expecting low level jobs.

- (c) The male students held higher certainty for their educational expectations than did the male dropouts and the same was true for the female students and female dropouts.
- (d) The female dropouts held stronger certainty for their occupational expectations than did the female students.

3. Anticipatory Goal Deflection

- (a) Mexican American male dropouts experienced anticipatory deflection from their educational aspirations more frequently than did the male students; however, not as much deflection occurred between the dropouts and students from their occupational aspirations.
- (b) The female dropouts experienced anticipatory deflection more frequently than the female students for both educational and occupational aspirations.
- (c) Most of the deflection which occurred among all youth studied was negative.
- (d) More of the dropouts experienced positive deflection from their educational goals, but more of the male dropouts than the male students deflected positively from occupational aspirations, and more of the female students than the female dropouts deflected positively from their occupational aspirations.
- (e) The dropouts and students usually deflected within one or two degrees from their educational aspirations, but deflected from one to four degrees from their occupational aspirations, with the female dropouts showing the most negative deflection of three or four degrees.

No studies could be found comparing Mexican American dropouts to their in-school age peers on their educational and occupational status projections. Thus, a major contribution of this thesis was to add to the body of knowledge an understanding of how dropouts differ from their in-school age peers concerning their educational and occupational status projections.

IMPLICATIONS

Theory

In the initial statement on status projections it was stated that achievement motivation compels the individual to excel and the value-orientations direct a person's behavior toward particular high status goals (Rosen, 1959:48-60). Although both concepts are vital in the study of status projections, it is with value-orientations that this study is most concerned. The emphasis on value-orientations is due to the value-orientations' importance in distinguishing cultures and the discriminate trends that characterize them. (Parsona and Shils, 1954:412).

According to Parsons and Shils, a value-orientation is a "generalized and organized conception influencing behavior of nature, of man's place in it, of man's relation to man, and of the desirable and the non-desirable as they may relate to man-environment and inter-human relations" (Parsons and Shils, 1954:411). Cultural patterns are defined by what Parsons terms pattern variables. The pattern variables are dichotomous alternatives of action from which a person must choose before any situation will have a conclusive meaning. According to Parsons, there are five pattern variables: (1) Affectivity vs. Affective-neutrality, (2) Self-orientation vs. Collectivity-orientation, (3) Universalism vs. Particularism, (4) Ascription vs. Achievement, and (5) Specificity vs. Diffuseness (Parsons and Shils, 1954:76-79). The combinations of pattern variables of

Universalistic-Achievement and Particularistic-Ascriptive, according to Parsons, are principle types of social structures. In light of this belief, Parsons maintains that the Spanish American is characterized by the Particularistic-Ascriptive combination of pattern variables (Parsons, 1951:199). This pattern has as its primary concern the expressive interests and is less concerned with the opportunity to shape the situation through achievement (Nail, 1962: 28-41).

Another theoretical perspective directly relevant to the research problem is Robert K. Merton's proposition that inculcation of high success goals of various kinds constitute a patterned characteristic that cuts across subcultural differentiation in our society (1951:132-133). The majority of extensive past research on status aspirations offers support for this contention (Ohlendorf, 1967:87; Obordo, 1968:76; Ameen, 1968:75; Juarez, 1968; and Wright, 1968). While most of this research indicates that significant differences in level of status aspirations exist between significantly differentiated segments of the society, the same data appear to offer strong evidence that all types of youth generally maintain high goals. Ohlendorf (1967:78), Ameen (1968:70), and Pelham (1968:150-151) find that lower class youth have high levels of educational and occupational aspirations and expectations.

Although this research was concerned only with the status projections of one ethnic group -- the Mexican American school dropouts -- its findings can be related to the proposition of

whether or not Mexican American youth have high or low status projections than other youth. Parsons asserts that the Spanish American subculture is characterized by a Particularistic-Ascriptive value configuration (Parsons, 1951:199), meaning that the Mexican American youth would have lower educational and occupational projections than comparable Anglo youth. While the data does not provide a direct test of Parsons' proposition, the study brings into question the particular inference pertaining to low educational and occupational projections of Mexican American youth. In general, the Mexican American dropouts desired and expected high educational and occupational levels, although the levels were not quite as high as for the Mexican American students.

The results on educational and occupational aspirations, while bringing into question the validity of Parsons' assertion about Spanish Americans, provide support for Merton's contention that implantation of high success goals exists as a general pattern among differentiated segments of American society (1951:132-133). Thus this research also supports the contention that lower class youth have high levels of educational and occupational aspirations and expectations (Ohlendorf, 1967:78; Ameen, 1968:70; Pelham, 1968:150-151; Obordo, 1968:76; Juarez, 1968; and Wright, 1968).

Ginzberg (1952) and Tiedeman (1961), in their theories on vocational development, state that youth become increasingly realistic as they leave school and confront the world of work. The results of this study on Mexican American dropouts have some very

important implications which substantuate the above theory. The Mexican American dropouts had lower occupational projections than did the students. Over half of the students desired high level jobs, which included high professional, low professional and glamour jobs, and slightly over only one-third of the students expected high level jobs. In contrast, almost three-fourths of the dropouts desired, and almost half expected, intermediate level jobs, which included managerial, clerical and sales, and skilled work. The same percentage of dropouts and students (47%) expected intermediate level jobs. Twelve percent of the dropouts, as compared to only 5% of the students, had low level occupational aspirations, which included operatives, unskilled and housewife. In contrast, almost half of the dropouts, as compared to only 13% of the students expected low level jobs. This high percentage of dropouts expecting low level jobs is accounted for by the fact that while none of the female dropouts desired to be housewives, 43% of the female dropouts, as compared to only 10% of the female students, expected to be housewives.

Thus the findings seem to substantuate that the dropouts more realistically see what place they will take in the labor market than do the students. For many of the dropouts had already been working before they participated in this study, and it is assumed that they used their work experiences to help them decide on their educational and occupational projections, especially their expectations. Over half of the male dropouts expected skilled work, and almost half of

the female dropouts expected to be housewives. The dropouts expressed stronger certainty about their occupational expectations than did the students.

Research

Although much research in the past had focused on dropouts and their problems, only Wilson's study (1953) could be found dealing with Mexican American dropouts. Previous studies appear to focus on dropouts in general, not using ethnic identity as a control factor. This study appears to be the most recent study on Mexican American dropouts in the past eighteen years. More research needs to be done on Mexican American dropouts in other parts of the southwest and even other parts of the United States, especially northeastern United States, where many of the Mexican American youth migrate with their families to do field work.

This study also dealt with the educational and occupational status projections of Mexican American dropouts. Only Wilson's study (1953) could be found dealing with status projections of Mexican American youth, and his study dealt only with the occupational projections. Thus, this study is apparently the first to deal with the educational and occupational projections of Mexican American dropouts, in terms of a multi-dimensional framework for analysis.

A few studies have compared Mexican American youth to other ethnic groups concerning their educational and occupational projections, but this study is the first study known by the author that

compares the educational and occupational status projections of Mexican American dropouts to their in-school age peers. Thus, more research is needed in this area so that comparative analysis can be done.

A longitudinal study of the Mexican American dropouts is another area of needed research. Longitudinal analysis would be useful to investigate such areas as changes in educational and occupational projections, attainment of goals and expectations and effects of such attainment, and the relationship of work experience to projections. More research in the future needs to be designed to be more of an analytical nature than a descriptive nature.

In order to ascertain what educational and occupational attainments the dropouts had attained, the questionnaire could have included a question concerning what job, if any, they were holding at the time of the interview. Thus a comparison of what they were actually doing could have been compared to what they desired and expected.

Although suggestions have been made by Juarez (1968) and Wright (1968) to change and improve the conceptual scheme used in this analysis, the author used the same conceptual scheme in order to make this study more comparable to the studies done by Juarez and Wright on the Mexican American students. More research is needed to improve the five dimensional conceptual scheme, using suggestions by Juarez and Wright.

P l i c y

Findings from this thesis have implications for policy-making and social action. The findings pointed out that a majority of the dropouts left school because of poor grades and to make money. They had little pressure from inside or outside the schools to leave school. Thus, perhaps the schools need to make changes in their curriculum in order to make the subjects of interest to the students.

This study showed that the dropouts spoke more Spanish than English in their homes, and the majority spoke at least as much Spanish as English with their friends in the neighborhood and at work. Thus, perhaps these dropouts are having trouble understanding English and since all the courses are taught in English, this would be a definite drawback for the dropouts in trying to master their course work. Special classes, in addition to regular English classes, could be held to give extended training in the reading and writing of the English language.

Almost all of the dropouts came from poverty-stricken families. Large families were crowded together into small houses, the children were poorly clothed, and little reading materials were found in the homes. Almost every respondent involved in the study had little or no opportunity for privacy in the home and could not have received much in the way of financial resources from his family for school considerations.

None of the dropouts' fathers had graduated from high school, and only 4% of the dropouts' mothers were high school graduates.

The dropouts stated that they received little or no pressure from their parents to quit school. If anything, it might be assumed that the parents encouraged their children to return to school. A majority of the dropouts desired and expressed to return to school.

Many of the dropouts came from families in which the fathers engaged in unskilled work, usually farm labor or labor. Many of the families moved with the crops, many migrated as far north as Michigan to work in the fields. Many of the Mexican American youth traveled with their families to help work in the fields. Thus, these youth have had to quit school in order to follow the crops. Many of the youth and their families returned to the Valley sometime during the year and the youth tried to get in some schooling, but it was usually not enough to keep up with their in-school age peers.

Perhaps the school could accomodate the students by having classes to fit the schedule fo the migrant workers. In some of the northern states where there is a heavy inflow of migrant workers, the public schools have worked out a system whareby classes are held for the children from 4 P.M. to 7 P.M., thus allowing the children to work in the fields most of the day. Only the basic courses of reading, writing and arithmetic are taught, but at least the children are encouraged to get a basic education that would allow them to graduate from high school. For most jobs today require a high school diploma as an entrance ticket. The public schools in the southern states need to adjust their schooling system to meet more of the needs of these migrant children, and these special evening classes

might be one way.

Over half of the dropouts stated that they left school to make money. These dropouts came from very poor families and it is usually up to the older children to help make a living for their families. Most of the fathers were engaged in unskilled work, and it took all the people working in the family to get even a minimum amount of money into the household. These dropouts were either leaving school to find jobs in their own hometowns, or they were traveling with their parents to make money in the fields. None of the schools studied had any type of Distributive Education program, in which the students go to school half a day and then work half a day for pay. Thus, if more of the Mexican American youth were given a chance to take the D. E. type school program, they could complete their high school education, earn money for the family, and learn a skill at the same time. Also, the city merchants need to be encouraged to hire these youth for part-time jobs, both during school and during the summer months.

Almost one-fifth of the dropouts desired and expected additional training beyond high school. Also, about one-fifth of the Mexican American students desired and expected additional training beyond high school. Thus these Mexican American youth were strongly expressing a need for more technical schools that they might attend after high school. Many of the technical schools, such as Texas State Technological Institute in Waco, Amarillo, Sweetwater, and Harlingen are located in the more urbanized areas, thus making it

more difficult for the rural youth to gain access to such facilities. If more of these technical schools were located centrally among rural regions, then the rural youth would have an opportunity to gain post high school training. Thus they could improve their status in society as well as help make contributions to society.

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APPENDIX A

CHARACTERISTICS OF TEXAS POPULATION

Table 33. Selected Indicators of Socio-Economic Conditions in the South Texas Study Counties Compared with Texas and the United States

Place	Total Population (Thousands)	Mexican Americans (Percent)	Low-Income Families ^A (Percent)	Median Family Income	Median School Yrs.Comp. ^B	Unskilled Lab. For. ^C (Percent)	Agr. Lab. For. ^D (Percent)
Dimmit	10	67	60	\$2,480	5	62	38
Maverick	15	78	58	2,523	6	48	19
Starr	17	89	71	1,700	5	50	41
Zapata	4	75	66	1,766	5	55	39
Texas	9,580	15	29	4,884	10	37	8
United States	179,323	2	21	5,657	11	38	6

Source: U.S. Bureau of the Census, U.S. Census of Population: 1960, Volume 1, Characteristics of the Population, Part 1, United States Summary, Washington, D.C.: U.S. Government Printing Office, 1964, Tables 42, 76, 87, and 95; and Part 45, Texas, Washington, D.C.: U.S. Government Printing Office, 1963, Tables 14, 28, 47, 57, 66, 84, 86, and 87.

^A Annual family income below \$3,000.

^B Persons 25 years old and over.

^C Males and females classified as operative and kindred, private household workers, service workers, farm laborers and farm foremen, and other laborers.

^D Males and females classified as farmers, farm managers, farm laborers, and farm foremen.

APPENDIX B

EXCERPTS FROM RESEARCH INSTRUMENT USED IN THE
SOUTH TEXAS STUDY OF MEXICAN AMERICAN SCHOOL
DROPOUTS AND THEIR IN-SCHOOL AGE PEERS

2. Sex (Circle one number): 1 Male 2 Female

6. What is your race? (Circle one number):

1 White 2 Negro 3 Oriental 4 Indian 5 Other

9. If you were completely free to choose any job, what would you desire most as a lifetime job? (In answering this question give an exact job. For example, do not say "work on the railroad" but tell us what railroad job you would like to have.) Write your answer in the box below.

ANSWER:

10. (A) Sometimes we are not always able to do what we want most. What kind of job do you really expect to have most of your life? (Write your answer in the box below. Please give an exact job.)

ANSWER:

- (B) How certain are you that this is the job you will have most of your life? (Circle one number):

I am: 1 2 3 4 5
 Very Certain Not Very Uncertain Very
 Certain Certain Uncertain Uncertain

13. If you could have as much schooling as you desired, which of the

following would you do? (Circle only one number):

1. Quit school right now. (Never go to school again -- for dropouts)
2. Complete high school.
3. Complete a business, commercial, electronics, or some other technical program after finishing high school.
4. Graduate from a junior college (2 years).
5. Graduate from a college or university.
6. Complete additional studies after graduating from a college or university.

14. (A) What do you really expect to do about your education? (Circle only one number):

1. Quit school right now. (Never go to school again -- for dropouts)
2. Complete high school.
3. Complete a business, commercial, electronics, or some other technical program after finishing high school.
4. Graduate from a junior college (2 years).
5. Graduate from a college or university.
6. Complete additional studies after graduating from a college or university.

- (B) How certain are you that you will really achieve the education you expect?

I am: 1 2 3 4 5
 Very Certain Not Very Uncertain Very
 Certain Certain Uncertain

27. Listed below are a number of things that most young people look forward to. Rank them in order of their importance to you. For the one you think is most important put a number 1 in front of it; for the next most important one put a number 2; and so on until you have a different number (from 1 to 7) for each one. Read over the entire list before answering the question.

_____ To have lots of free time to do what I want.

_____ To get all the education I want most.

_____ To earn as much money as I can.

- _____ To get the job I want most.
- _____ To live in the kind of place I like best.
- _____ To have the kind of house, car, furniture, and other things like this I want.
- _____ To get married and raise a family.

CHECK YOUR ANSWERS. You should have used each number from 1 to 7 only one time and you should have a number in each blank space.

28. Are you of Spanish American ancestry? (Circle one number.)

1 Yes

2 No

APPENDIX C
SUPPLEMENTARY TABLES

Table 34. Location and Number of Respondents Used in South Texas Study

Location	Dropout		In-School	
	No.	%	No.	%
Maverick County	26	35	204	34
Eagle Pass	22	30	204	34
Quemado	3	4	0	0
El Indio	1	1	0	0
Dinmit County	13	18	73	12
Carrizo Springs	5	7	51	8
Big Wells	1	1	0	0
Asherton	7	10	22	4
Zapata County	11	15	54	9
Zapata	4	5	54	9
San Ygnacio	7	10	0	0
Starr County	24	32	265	44
Rio Grande City	13	18	162	27
Salineno	1	1	0	0
Roma	3	4	73	12
San Isidro	4	5	30	5
Delmita	3	4	0	0
TOTALS	74	100%	596	100%

Table 35. Marital Status of Parents of Mexican American Respondents

Marital Status	Dropout		In-School	
	No.	%	No.	%
Both alive, living together	55	74	494	83
Both alive, separated or divorced	9	12	34	6
One or both parents not living	10	14	66	11
No information	0	0	2	0
TOTALS	74	100%	596	100%

Table 36. Identity of Major Money Earner in Mexican American Respondents' Households

Identity	Dropout		In-School	
	No.	%	No.	%
Father	44	59	451	76
Mother	6	8	47	8
Brother or sister	10	14	44	7
Other	14	19	52	9
No Information	0	0	2	0
TOTALS	74	100%	596	100%

Table 37. Occupation of Major Money Earner in Mexican American Respondents' Households

Occupation	Dropout		In-School	
	No.	%	No.	%
Professional & managerial (other than farm)	6	8	101	17
Farm or ranch owner	5	7	33	6
Clerical & sales	5	7	56	9
Skilled blue collar	10	13	94	16
Operatives	14	19	66	11
Unskilled labor	24	32	168	28
Unemployed, housewife, don't know	8	11	31	5
No information	2	3	47	8
TOTALS	74	100%	596	100%

Table 38. Educational Attainment of Parents of Mexican American Respondents

Educational Level	Dropout				In-School			
	Father No.	%	Mother No.	%	Father No.	%	Mother No.	%
Did not go to school	8	11	13	18	79	13	46	8
Less than high school	45	61	41	55	265	45	325	55
High school graduate	0	0	3	4	50	9	61	10
Vocational school after high school graduation	0	0	0	0	12	2	18	3
Some college	0	0	0	0	14	2	13	2
College graduate	0	0	0	0	26	4	17	3
Don't know	18	24	14	19	139	23	102	17
No information	3	4	3	4	11	2	14	2
TOTALS	74	100%	74	100%	596	100%	596	100%

Table 39. Age of Mexican American Dropouts at Time of Interview

Age	Male		Female	
	No.	%	No.	%
Age 13 or less	0	0	0	0
Age 14	1	3	0	0
Age 15	3	8	2	6
Age 16	6	15	2	6
Age 17	12	31	7	20
Age 18	8	20	11	31
Age 19	8	20	8	23
Age 20 or more	1	3	5	14
TOTALS	39	100%	35	100%

Table 40. Age at which Mexican American Dropouts Quit School

Age	Male		Female	
	No.	%	No.	%
13 years or less	2	5	1	3
14 years	7	18	6	17
15 years	6	15	2	6
16 years	11	28	7	20
17 years	10	26	12	34
18 years	3	8	7	20
TOTALS	39	100%	35	100%

Table 41. Highest School Grade Completed by Mexican American Dropouts

Grade	Male		Female	
	No.	%	No.	%
Sixth Grade or less	10	25	3	9
Seventh Grade	4	10	7	20
Eighth Grade	9	23	6	17
Ninth Grade	15	39	10	28
Tenth Grade	1	3	9	26
TOTALS	39	100 %	35	100 %

Table 42. Technical Training Programs Experienced by Mexican American Dropouts Since Leaving School

Type	Male		Female	
	No.	%	No.	%
None	28	72	26	74
With Job Corps	1	3	2	6
With Neighborhood Youth Corps	3	7	7	20
With other organizations or bussinesses	6	15	0	0
No information	1	3	0	0
TOTALS	39	100%	35	100%

Table 43. Type of Job Training Experienced by Mexican American Dropouts Since Leaving School

Type	Male		Female	
	No.	%	No.	%
No technical training	28	72	26	74
Laborer	4	10	9	26
Skilled trade, craft, or work	5	13	0	0
Machine operator	1	3	0	0
No information	1	2	0	0
TOTALS	39	100 %	35	100%

Table 44. Language Spoken by Mexican American Dropouts with Parents and Friends

Language	Parents				Language Spoken With				Friends at Work			
	Male		Female		Friends in Neighborhood		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
English	1	3	0	0	1	3	7	21	6	15	9	27
Spanish	30	77	24	71	27	69	12	35	17	44	7	20
About the same amount of both	8	20	10	29	11	28	15	44	14	36	17	50
No information	0	0	0	0	0	0	0	0	2	5	1	3
TOTALS	39	100%	34	100%	39	100%	34	100%	39	100%	34	100%

Table 45. Mexican American Dropouts' Ratings of Importance of Reasons for Leaving School

Reasons	Male		Female	
	No.	%	No.	%
School Related:				
Couldn't get along with teachers	12	31	9	26
Had poor grades	15	39	23	68
Wasn't learning anything				
I could use	17	44	9	26
The principal or school counselor told me to leave	3	7	1	3
Other students didn't like me	6	15	5	15
Social Pressure Outside of School:				
My father wanted me to quit	4	11	3	9
My mother wanted me to quit	1	3	1	3
My friends wanted me to quit	2	5	1	3
Financial/Home:				
To make some money	20	51	11	31
Didn't have good enough clothes or money to do what other students did	12	30	7	21
To get married	4	11	5	14
Other reasons	11	28	13	37

Table 46. Frequency Distribution of Educational Aspirations of Mexican American Youth by School Status and Sex

Educational Level	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
Never go to school or quit high school	11	1	4	0	15	1
High school graduate	16	54	18	65	34	119
High school graduate plus additional training	5	81	8	86	13	167
College graduate	7	152	5	154	12	306
No information	0	2	0	1	0	3
TOTALS	39	290	35	306	74	596

Table 47. Frequency Distribution of Intensity of Educational Aspirations of Mexican American Youth by School Status and Sex

Intensity	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
Strong	15	245	17	273	32	518
Intermediate	12	28	12	25	24	53
Weak	10	15	6	8	16	23
No information	2	2	0	0	2	2
TOTALS	39	290	35	306	74	596

Table 48. Frequency Distribution of Educational Expectations of Mexican American Youth by School Status and Sex

Educational Level	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout-In-School	
Never go to school or quit high school	16	1	6	2	22	3
High school graduate	13	89	17	96	30	185
High school graduate plus additional training	9	86	5	95	14	181
College graduate	0	113	7	112	7	225
No information	1	1	0	1	1	2
TOTALS	39	290	35	306	74	596

Table 49. Frequency Distribution of Certainty of Educational Expectations of Mexican American Youth by School Status and Sex

Certainty	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
Certain	18	143	7	153	25	296
Not very certain	15	131	24	136	39	267
Uncertain	5	15	5	15	9	30
No information	1	1	0	2	1	3
TOTALS	39	290	35	306	74	596

Table 50. Frequency Distribution of Anticipatory Deflection from Educational Aspirations of Mexican American Youth by School Status and Sex

Nature of Deflection	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
None	23	171	21	191	44	362
Positive	5	27	6	15	11	42
Negative	11	90	8	98	19	188
No information	0	2	0	2	0	4
TOTALS	39	290	35	306	74	596

Table 51. Frequency Distribution of Occupational Aspirations of Mexican American Youth by School Status and Sex

Occupational Level	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
High professional	0	36	0	9	0	45
Low professional	2	99	9	155	11	254
Glamour	0	17	1	17	1	34
Managerial	4	21	0	3	4	24
Clerical & sales	2	24	15	88	17	112
Skilled	26	57	6	20	32	77
Operatives	1	11	0	2	1	13
Unskilled	4	14	4	1	8	15
Housewife	0	0	0	5	0	5
No information	0	11	0	6	0	17
TOTALS	39	290	35	306	74	596

Table 52. Frequency Distribution of Occupational Aspirations, Using High, Intermediate, and Low Level Categories of Mexican American Youth by School Status and Sex

Occupational Level	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
High	2	152	10	181	12	333
Intermediate	32	102	21	111	53	213
Low	5	25	4	8	9	33
No information	0	11	0	6	0	17
TOTALS	39	290	35	306	74	596

Table 53. Frequency Distribution of Intensity of Occupational Aspirations of Mexican American Youth by School Status and Sex

Intensity	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
Strong	23	198	20	220	43	418
Intermediate	13	84	13	73	26	157
Weak	2	6	2	12	4	18
No information	1	2	0	1	1	3
TOTALS	39	290	35	306	74	596

Table 54. Frequency Distribution of Occupational Expectations of Mexican American Youth by School Status and Sex

Occupational Level	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
High professional	0	18	0	5	0	23
Low professional	0	87	4	94	4	181
Glamour	0	7	1	8	1	15
Managerial	3	33	0	3	3	36
Clerical & sales	2	30	8	125	10	155
Skilled	21	68	1	25	22	93
Operatives	4	16	0	3	4	19
Unskilled	9	20	6	5	15	25
Housewife	0	0	15	32	15	32
No information	0	11	0	6	0	17
TOTALS	39	290	35	306	74	596

Table 55. Frequency Distribution of Occupational Expectations, Using High, Intermediate, and Low Level Categories of Mexican American Youth by School Status and Sex

Occupational Level	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
High	0	112	5	107	5	219
Intermediate	26	131	9	153	35	284
Low	13	36	21	40	34	76
No information	0	11	0	6	0	17
TOTALS	39	290	35	306	74	596

Table 56. Frequency Distribution of Certainty of Occupational Expectations of Mexican American Youth by School Status and Sex

Certainty	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
Certain	17	101	22	96	39	197
Not very certain	12	149	11	173	23	322
Uncertain	9	29	1	28	10	57
No information	1	11	1	9	2	20
TOTALS	39	290	35	306	74	596

**Table 57. Frequency Distribution of Anticipatory Deflection from Occupational Aspirations
of Mexican American Youth by School Status and Sex**

Nature of Deflection	Male		Female		Total	
	Dropout	In-School	Dropout	In-School	Dropout	In-School
None	26	173	13	186	39	359
Positive	4	25	1	18	5	43
Negative	9	81	21	96	30	177
No information	0	11	0	6	0	17
TOTALS	39	290	35	306	74	596

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